

# Writing Starter 3

Liana Robinson

Answer Key

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**Writing Starter** is a three-level children's course in written English. The series progresses from writing sentences within a paragraph to writing independent paragraphs. The books are intended to be used in succession but can be used individually. Though the primary focus of the series is on writing, it will enhance students' command of English as a whole. Reading, speaking, listening, and writing are incorporated when the books are used in the classroom.

The **Writing Starter** series systematically aids students in their ability to present information about themselves—their opinions, feelings, and ideas—clearly and confidently. The series carefully distinguishes between receptive and productive activities. This is based on linguistic research which shows that students can understand more advanced material than they can produce. The books present language in the receptive mode first, and at a slightly higher level than that of the productive activities. This combines students' development, exposure, and practice. The activities in the books progressively move students away from models while still giving guidance for students to express their thoughts. The goal of the **Writing Starter** series is to give students the tools they need for confident and clear writing.

## Focus and Approach of **Writing Starter 3**

**Writing Starter 3** teaches advanced paragraphs. Students learn to compose different types of paragraphs and to use different writing styles. In addition, **Writing Starter 3** focuses on the process of writing. It teaches students how to brainstorm, cluster, and outline before writing their paragraphs. The types of paragraphs, writing styles, and writing techniques found in **Writing Starter 3** are those learned by native speakers of English.

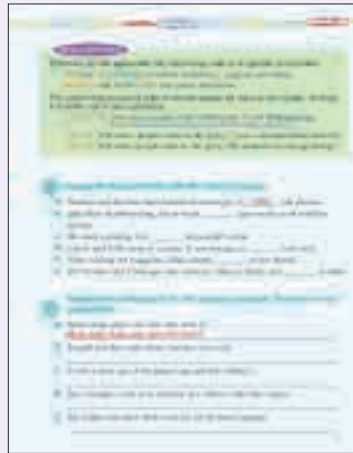
The units in **Writing Starter 3** are designed to facilitate the learning process. The first three pages of each unit contain sample paragraphs, clusters, and outlines. Students will analyze topic and concluding sentences, and will begin to see how a writer organizes his/her thoughts. Focus will also be placed on sentence mechanics and writing techniques designed to help students improve their paragraphs. The final three pages of each unit explore the students' own writing process. This is achieved through the completion of two guided paragraphs. Throughout the book, students will learn to write description,

narration, comparison and contrast, process analysis, information, cause-and-effect analysis, and persuasion paragraphs.

A sample paragraph focusing on topic and concluding sentences. This teaches students how the topic sentence introduces the theme of the paragraph, and how the concluding sentence summarizes the information or tone of the paragraph.



A writing skill focus with activities. This improves students' sentence structure while focusing on skills that improve paragraph readability.



A cluster, outline and second sample paragraph with blanks to fill in. This shows students how ideas should be organized and put into a paragraph.



A paragraph for students to write in pairs that includes brainstorming and clustering activities. This allows students to work together to plan and write a paragraph.



A brainstorming and clustering activity for students to complete with their own thoughts, experiences, and/or opinions. This provides students with an opportunity to begin planning and organizing a paragraph.



An outline and a paragraph for students to fill in. This is a continuation of the process that began on the previous page. It helps students complete the final stages of planning and writing a paragraph.



Upon completion of **Writing Starter 3**, students will have a solid foundation in basic writing mechanics. They will also feel confident in their writing abilities. **Writing Starter 3** prepares students for success in both academic and creative writing.

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# Amazing Dogs



My school sponsors a search and rescue dog. Search and rescue dogs are very important. They find people who are lost. They also look for survivors. Sometimes, the dogs go to dangerous and scary places. For example, many dogs looked for survivors after the tragedy in New York on September 11, 2001. One famous dog named Dusty was there. She searched for many hours. She even kept searching after she fell! Search and rescue dogs are strong and brave. They save many people. The dog we sponsor has already saved six people! Everyone at our school is very proud.

## 1 Choose the best answers.

- A.** Which other topic sentence could begin the paragraph?
- a. We have a search and rescue dog at our school.
  - b. I read about a search and rescue dog named Dusty.
  - ☒ c. We sponsor a search and rescue dog at our school.
- B.** Which other concluding sentence could end the paragraph?
- ☒ a. My classmates and I enjoy hearing stories about our dog.
  - b. I hope our search and rescue dog is strong.
  - c. Dusty was very special and saved many people.

## 2 Answer the questions in complete sentences.

- A.** What do search and rescue dogs do?  
Search and rescue dogs find people who are lost and look for survivors.
- B.** What did Dusty do in New York?  
Dusty searched for survivors after the tragedy (in New York).
- C.** Why is everyone at the school proud?  
(Everyone at the school is proud because) Their search and rescue dog has already saved six people.





### Writing Skill Focus

Pronouns should agree with the nouns they refer to in gender and number.

Jill rode **her** **new** **bike** to school yesterday. **It** is green and white.

**Students** will receive **their** bus passes tomorrow.

The nouns that pronouns refer to should always be clear to the reader. At times, it is better not to use a pronoun.

**UNCLEAR:** Not many people came to the party. **It** was disappointing.  
(What was disappointing, the party or the low number of people?)

**CLEAR:** Not many people came to the party. **It** was a disappointing turnout.

**CLEAR:** Not many people came to the party. The turnout was disappointing.

3

### Complete the sentences with the correct pronoun.

- A. Damien and his best friend send text messages on their cell phones.
- B. Julie likes skateboarding. Every week, she goes to the park with her friends.
- C. We went camping, but our mom didn't come.
- D. Carrie and Sally went to a party. It was boring, so they left early.
- E. After reading the magazine, Ellen loaned it to her friend.
- F. My brother and I both got new cameras. Mine is black, and his is silver.

4

### Rewrite the sentences to fix the unclear pronouns. There are many possibilities.

- A. Many dogs chase cats, but they hate it.  
Many dogs chase cats, but cats hate it.
- B. Russell and Ben rode bikes, but they were old.  
Russell and Ben rode bikes, but the bikes were old.
- C. I took a shirt out of the paper bag and then folded it.  
I took a shirt out of the paper bag and then folded the bag/shirt.
- D. Jerry bought a new coat and hat. It is yellow with blue stripes.  
Jerry bought a new coat and hat. The coat/hat is yellow with blue stripes.
- E. My father and uncle both exercise, but he hates jogging.  
My father and uncle both exercise, but my father/uncle hates jogging.

5

Use the cluster to complete the outline.



**Topic Sentence:** Teresa's dad is in the navy.

A. marine

B. veterinarian

1. trains special animals

2. takes care of special animals

3. often works with sea lions

a. have good hearing underwater

b. can see in very dark places

c. are very clever

d. The navy uses them to find things underwater.

• lost objects

• dangerous mines

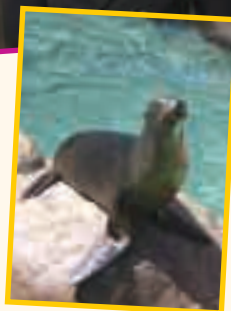
• can find things faster than people

**Concluding Sentence:** Teresa's dad loves his job and thinks that sea lions do important work.



Now complete the paragraph.

## Special Sea Lions



Teresa's dad is in the navy. He is a marine and a veterinarian. He trains and takes care of special animals that help the navy. He often works with sea lions.

Sea lions have good hearing underwater. They can also see in very dark places. In addition, sea lions are very clever. The navy uses them to find things underwater.

\_\_\_\_\_ Sea lions can use their special ears and eyes to find lost objects and dangerous mines. They can find these things much faster than people can. Teresa's dad loves his job and thinks that sea lions do important work.



6

**Brainstorm with a classmate. Write all of your ideas in the box.**

## How do farm animals help people?

Think of some farm animals.  
How do these animals help farmers?  
What do they do on the farm?

What are these animals like?  
Strong? Smart?

How do farm animals help people?  
What do you use that comes from a farm animal?

Are farm animals important?  
Why?/Why not?

### Our Ideas

\*Sample Answer

Horses: help pull and carry things

Cows: give milk (milk is good for our bones and teeth)

- big animals

Chickens: give us eggs (eggs are healthy)

- small animals

Sheep: give us wool to make clothes

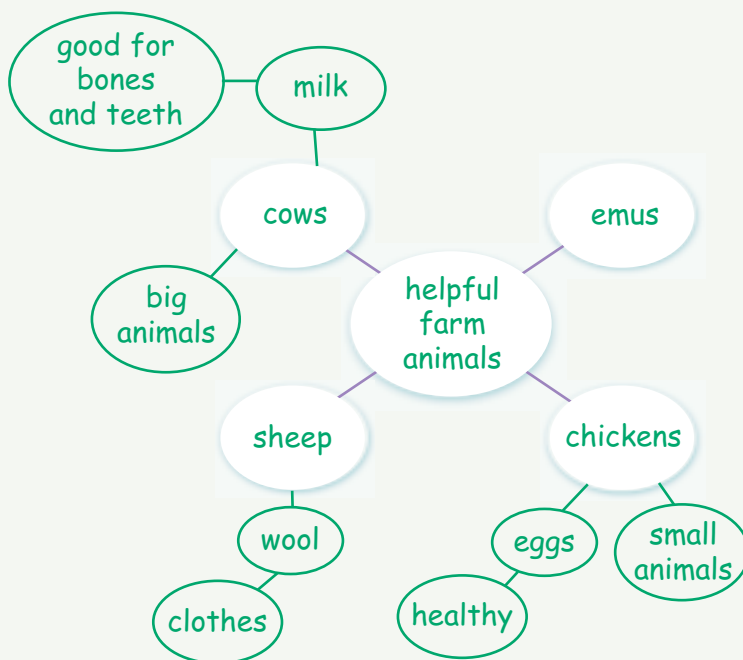
Emus: give us meat and eggs for food

Some farm animals provide meat, milk, eggs, and clothes for people.

Farm animals are important because they help us a lot.

★ **Now cross out the ideas you and your classmates will not use.**

★ **Put your ideas into a cluster. Draw more circles as you need them. Then, write your paragraph together.**



### Helpful Farm Animals

There are many animals on a farm. Cows, chickens, sheep, and sometimes even unusual animals like emus live on farms. All of these animals help farmers. We think cows, chickens, and sheep are the most important. Farmers can sell things from them. Cows are the biggest. They are very strong, and they give us milk to drink. Milk is important for our bones and teeth. Chickens are the smallest, and they give us eggs. Eggs are good for us, too. Sheep are also important because they give us wool. People make clothes with wool. Just these three farm animals give us food, drink, and clothing. That is both amazing and important!



**Search and rescue dogs help people. Brainstorm about another way dogs help people. Write all of your ideas in the box.**

*\*Sample Answer*

### My Ideas

~~some dogs help people carry things - sled dogs~~  
~~some dogs protect people - guard dogs~~  
some dogs help people to see - seeing eye dogs  
seeing eye dogs help blind people  
- have a special leash  
- special (clever, patient)  
- these dogs help blind people walk, get on busses, stop when they should  
- should never pet a seeing eye dog when it's working  
~~- seeing eye dogs live with their owners~~  
- saw a seeing eye dog once

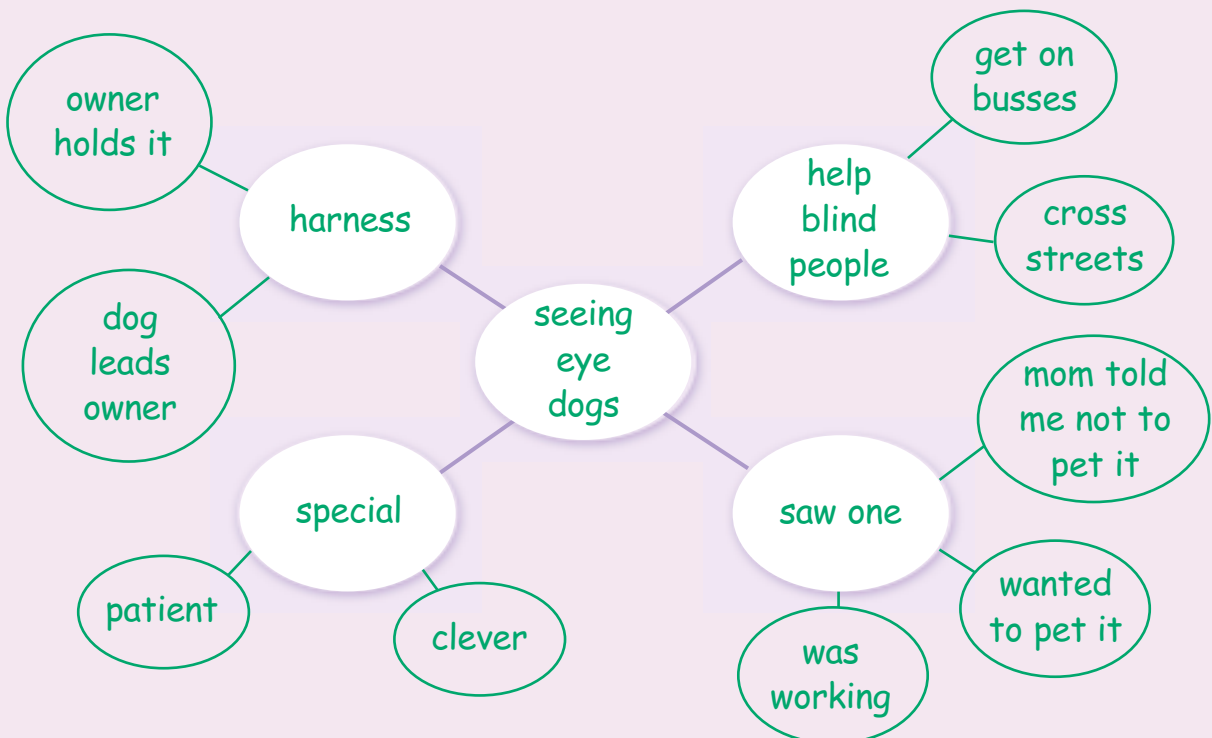
- What other important jobs do dogs have?
- What do they do?
- What are these dogs like? Kind? Brave?
- How do they help us?
- How important are they?
- Have you ever seen one of these dogs?
- Are these dogs useful? Why?/Why not?
- Where do these dogs live?



**Now cross out the ideas you will not use.**



**Put your ideas into a cluster. Draw more circles as you need them.**



- 
- ★ **Make an outline. Organize the ideas from your cluster and add more details.**

**Outline Example**

**Topic Sentence:** Seeing eye dogs are very important.

- A. They are trained dogs that help blind people.
- B. A seeing eye dog has a special harness on its back.
  - 1. The owner holds onto the harness.
  - 2. The dog leads its owner.
- C. A seeing eye dog helps its owner.
  - 1. cross streets
  - 2. get on busses
- D. I saw a seeing eye dog once.
  - 1. I wanted to pet it.
  - 2. My mom told me not to pet it.
  - 3. It was working.
- E. I think seeing eye dogs are special.
  - 1. clever
  - 2. patient
- F. Not all dogs are clever and patient.
  - 1. My dog never sits patiently.
  - 2. He jumps on me.
  - 3. He runs around our house.

**Concluding Sentence:** He could never help me cross the street!

**Topic Sentence:**

A.

1.

2.

B.

1.

a.

b.

c.

2.

**Concluding Sentence:**

**Remember:** Everything goes in groups. You can't have an **A** without a **B**, a **1** without a **2**, or an **a** without a **b**.

- ★ **Now write a paragraph.**

Seeing Eye Dogs

Seeing eye dogs are very important. They are trained dogs that help blind people get around. A seeing eye dog has a special harness on its back. The dog's owner holds onto this harness. Then, the dog leads its owner. When the dog stops, its owner stops, too. A seeing eye dog helps its owner cross streets, get on busses, and do many other things. I saw a seeing eye dog once. I wanted to pet it, but my mom told me not to pet it. She said that it was working. I think seeing eye dogs are special. They are clever and patient. I have a dog, and he never sits patiently. He jumps on me and runs around our house. He could never help me cross the street!

# Dad's Treasure



I have interesting adventures with Dad. We often go shopping on the weekends. He likes to look for treasures in antique stores. A few weeks ago, we were looking in a store when he saw an old radio. Dad was excited. His father had a radio just like it! The radio was big. It didn't work, but Dad bought it anyway! We took the radio home. While we were getting the radio out of the car, Mom was standing in the doorway laughing. She told him to put the radio in the garage with all his other treasures. However, when he opened the garage, there was no room! Adventures with Dad are always funny.

## 1 Choose the best answers.

- A.** Which other topic sentence could begin the paragraph?
- a. Dad likes to spend his money every day.
  - (b.)** I like spending time with Dad.
  - c. You can find lots of things in our garage.
- B.** Which other concluding sentence could end the paragraph?
- a. Dad and I should buy more treasures to fill the garage.
  - b. Next time, I think Mom will go shopping with me.
  - (c.)** Dad and I find a lot of treasures.

## 2 Answer the questions in complete sentences.

- A.** Why did Dad want to buy the radio?  
(He wanted to buy the radio because) He likes treasures, and his father had one just like it.
- B.** Why was Mom laughing?  
(Mom was laughing because) She is used to Dad buying things he doesn't need.
- C.** Do you think they buy a lot of antiques? Why?/Why not?  
Yes, I think they buy a lot of antiques because there is no room in the garage.

### Writing Skill Focus

The past progressive is often used in the description of past events. It is used to describe an activity in progress at a certain moment in the past, or at the time of another activity.

Sarah **was watching** TV when the phone rang.

Tom saw Sue while he **was crossing** the street.

I **was doing** my homework while my mom **was cooking** dinner.

A comma (,) is used if **when** or **while** begins a sentence.

When the phone rang, Sarah **was watching** TV.

While Tom **was crossing** the street, he saw Sue.

While my mom **was cooking** dinner, I **was doing** my homework.

3

**Put the correct form of the words into the sentences. Be careful of the tenses!**

### A Special Meal

I like to help my mom cook on Friday nights. A few weeks ago, we were cooking (cook) some spaghetti on the stove when the power went (go) out. When my dad arrived (arrive) home from work, my mom and I were eating (eat) cheese sandwiches in the dark. He sat down and ate a few sandwiches, too. While we were eating (eat), the power came (come) on again. That was one of my favorite Friday night meals!

4

**Write past progressive sentences for the situations. Use **when** or **while**. There are many possibilities.**

**A.** A mouse was running across the floor. Kelly screamed.

Kelly screamed while a mouse was running across the floor. / While a mouse was running across the floor, Kelly screamed.

**B.** Kim was doing the dishes. She dropped a plate.

Kim dropped a plate while she was doing the dishes. / While Kim was doing the dishes, she dropped a plate.

**C.** John was driving the car. Emily was looking at the map.

Emily was looking at the map while John was driving the car. / While John was driving the car, Emily was looking at the map.

**D.** My brother cleaned the kitchen. I was sleeping on the couch.

I was sleeping on the couch while my brother cleaned the kitchen. / While my brother cleaned the kitchen, I was sleeping on the couch.

**E.** The children were clapping. Marsha was dancing.

The children were clapping while Marsha was dancing. / While Marsha was dancing, the children were clapping.



5

Use the cluster to complete the outline.



**Topic Sentence:** Every summer, Jenny and her uncle, Charley, go to the amusement park.

A. usually watch the shows

B. usually play a lot of games

C. don't go on many rides

1. Charley doesn't like them.

2. Charley saw the spinning swing ride.

a. thought it looked fun

b. wanted to go on it

- They were waiting in line.

- Charley started to sweat.

- He was nervous!

c. They rode it.

- smiled and laughed

- didn't know it would be so fun

**Concluding Sentence:** Next summer, they are going to go on more rides at the amusement park.

Now complete the paragraph.

## Good Times with Uncle Charley

Every summer, Jenny and her uncle, Charley, go to the amusement park.

While they are there, they usually watch the shows and play a lot of games.

They don't go on many rides because Charley doesn't like them. Last summer, they were walking through the

park entrance when Charley saw the spinning swing

ride. He thought it looked fun.

He wanted to go on it. When they were waiting in line, Charley started

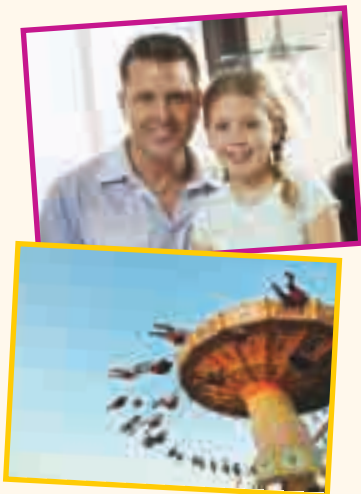
to sweat. He was nervous!

Finally, it was their turn. While Jenny and Charley were on the ride,

they smiled and laughed. They didn't know the ride

would be so fun! Next summer, they are going to go on

more rides at the amusement park.





6

**Brainstorm with a classmate. Write all of your ideas in the box.**

**Who has done something exciting recently?**

Think of someone you both know (a famous person or a friend) who has done something exciting recently. What did he/she do?

What happened?

When did it happen?

Why was it exciting?

Talk about it more. What additional information can you remember?

**Our Ideas**

*\*Sample Answer*

math teacher - Mrs. Williams

- went sky diving recently

- to celebrate her 60<sup>th</sup> birthday

We didn't expect her to be so brave.

- brought in a video to show the class

We watched her jump out of the airplane and float to the ground in a parachute.

- looked very happy

- did something new and exciting

- don't think Mrs. Williams is boring anymore

**Now cross out the ideas you and your classmates will not use.**

**Put your ideas into a cluster. Draw more circles as you need them. Then, write your paragraph together.**



Mrs. Williams

Our math teacher, Mrs. Williams, did something exciting recently. Last weekend, she turned sixty years old. To celebrate her birthday in a new and exciting way, she went skydiving. We were very surprised! We used to think Mrs. Williams was a little bit boring. When she told us she went sky diving, it changed our minds. We were all very excited for her. She looked very happy. Mrs. Williams is very brave, and we don't think she is a boring math teacher anymore. We think Mrs. Williams is a cool teacher!



**7 Brainstorm about a special time you had with someone. Write all of your ideas in the box.**

*\*Sample Answer*

### My Ideas

hiking last summer

with my mom and Benji

~~getting exercise - near a lake~~

~~- saw a raccoon for the first time~~

My mom and I were talking.

Benji saw a raccoon.

~~The raccoon was big and fat.~~

Benji and I ran after the raccoon. I couldn't get Benji to stop. I was yelling at him.

The raccoon swam!

~~- didn't know raccoons could swim~~

- What was the special time?
- Who were you with?
- How long ago was it?
- Do you see this person often now?
- Why was it a special time?
- What did you do?
- Do you do this often?
- How did the experience make you feel?



**Now cross out the ideas you will not use.**



**Put your ideas into a cluster. Draw more circles as you need them.**



- ★ **Make an outline. Organize the ideas from your cluster and add more details.**

**Outline Example**

**Topic Sentence:** Last summer, I went hiking with my mom and my dog, Benji.

- A. It was a beautiful day.
- B. were hiking near a lake
- C. were enjoying ourselves
  - 1. My mom and I were talking.
  - 2. Benji was walking beside me.
    - a. saw a big raccoon
    - b. ran after it
    - c. pulled me behind him
      - I was yelling.
      - I was trying to get him to stop.
- D. arrived at the lake
  - 1. The raccoon jumped into the water.
  - 2. The raccoon swam away.
- E. I was surprised!
  - 1. had never seen a raccoon
  - 2. didn't know raccoons could swim

**Concluding Sentence:** It was exciting, and I learned something new.

**Topic Sentence:**

- A.
  - 1.
  - 2.
- B.
  - 1.
    - a.
    - b.
    - c.
  - 2.

**Concluding Sentence:**

**Remember:** Everything goes in groups. You can't have an **A** without a **B**, a **1** without a **2**, or an **a** without a **b**.

- ★ **Now write a paragraph.**

A Special Time at the Lake

Last summer, I went hiking with my mom and my dog, Benji. It was a beautiful day, and we were hiking near a lake. We were enjoying ourselves. My mom and I were talking while Benji was walking beside me on his leash. Suddenly, Benji saw a big raccoon. He ran after it and pulled me behind him. As I was running, I was yelling at Benji to stop. When we arrived at the lake, the raccoon jumped into the water and swam away. I was so surprised! I had never seen a raccoon, and I didn't know that they could swim. Our hike last summer was very special. It was exciting, and I learned something new.

# Camel Riding in the Sahara



I went camel riding in the Sahara desert last year. First, I took a very long and tiring flight to Morocco. Then, I took a bumpy car ride into the desert. I was very sleepy, but I was also excited and nervous. When I got to the desert, I met my camel. He was tall and skinny. He made a lot of scary noises when I climbed on his back. I rode him for five days, and I saw enormous sand dunes. Sometimes, all I could see was sand. One day, I got off my camel, and the sand was so hot that I burnt my feet! Even though I burnt my feet, I still enjoyed the desert. It was the most exciting and strange vacation I have been on!

## 1 Choose the best answers.

- A.** Which other topic sentence could begin the paragraph?
- a. Camel riding is exciting.
  - (b.)** On my last vacation, I rode a camel in the desert.
  - c. I went to Morocco last year.
- B.** Which other concluding sentence could end the paragraph?
- a. The Sahara desert was hot and strange.
  - b. Camels are strange and exciting.
  - (c.)** My last vacation was strange and exciting!

## 2 Answer the questions in complete sentences.

- A.** How did the girl get to the desert?  
She flew to Morocco and then took a car ride into the desert.
- B.** What did the camel do when the girl climbed on his back?  
He made a lot of scary noises.
- C.** How did the girl burn her feet?  
She burnt her feet on the hot desert sand.

### Writing Skill Focus

Sometimes details can be combined to make better sentences. Key words can be taken from many sentences to make one interesting and powerful sentence.

**ORIGINAL:** A restaurant will open near school. It is new. It will sell Thai food.

**COMBINED:** A **new** Thai restaurant will open near school.

**ORIGINAL:** Leslie sings and dances. She sings beautifully. She dances gracefully.

**COMBINED:** Leslie sings **beautifully** and dances gracefully.

3

**Find one mistake in each sentence. Circle the mistakes and rewrite the sentences.**

- A. They walked through slowly the beautiful park.  
They [slowly] walked [slowly] through the beautiful park [slowly].
- B. The skating rink new is very busy.  
The new skating rink is very busy.
- C. The cow ate quickly the grass.  
The cow [quickly] ate the grass [quickly].
- D. The girl acted in the perfectly school play.  
The girl acted perfectly in the school play.
- E. The roughly big waves crashed into the surfer.  
The big waves [roughly] crashed [roughly] into the surfer [roughly].

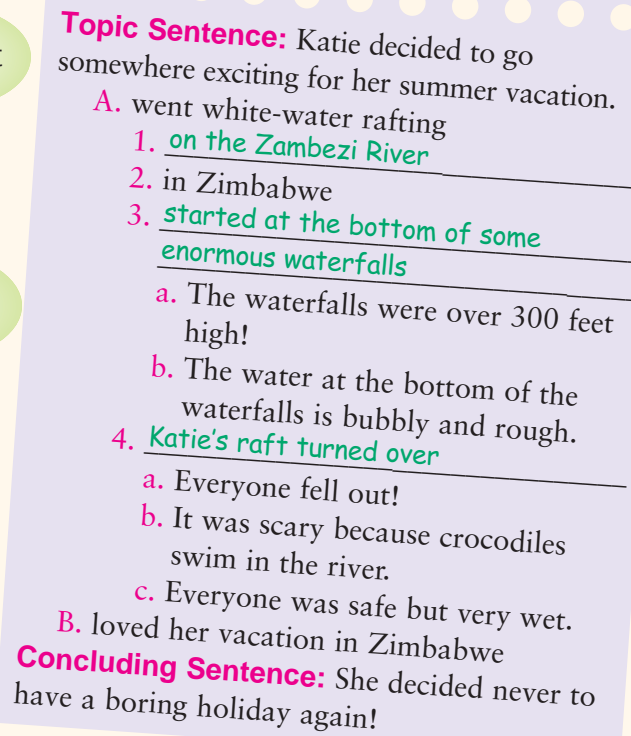
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**Combine the sentences into one sentence.**

- A. John often listens to music. He listens to rock music. It is loud.  
John often listens to loud rock music.
- B. Carrie loves her hair. It is curly. It is blond.  
Carrie loves her curly, blond hair.
- C. I ate many cupcakes. They were pink. They were sweet.  
I ate many sweet pink cupcakes.
- D. We saw sailboats. There were many of them. They were magnificent.  
We saw many magnificent sailboats.
- E. The spider had eight legs. The spider was big. Its legs were long.  
The big spider had eight long legs.



**Use the cluster to complete the outline.**



**Now complete the paragraph.**



6

**Brainstorm with a classmate. Write all of your ideas in the box.**

**What exciting thing would you like to do?**

Think of things you could do.  
What would you both like to do?

Where could you do this?

Why do you want to do this?

How long would the  
experience take?

Imagine the experience. What do you  
think you would see, feel, and hear?

**Our Ideas**

*\*Sample Answer*

Europe: train, Paris, Eiffel Tower, London, Queen,  
Prague, clock, food, hotel

Africa: safari, feed animals, elephants, lions,  
gorillas, hike, camp, jeep

We could camp outside in tents.

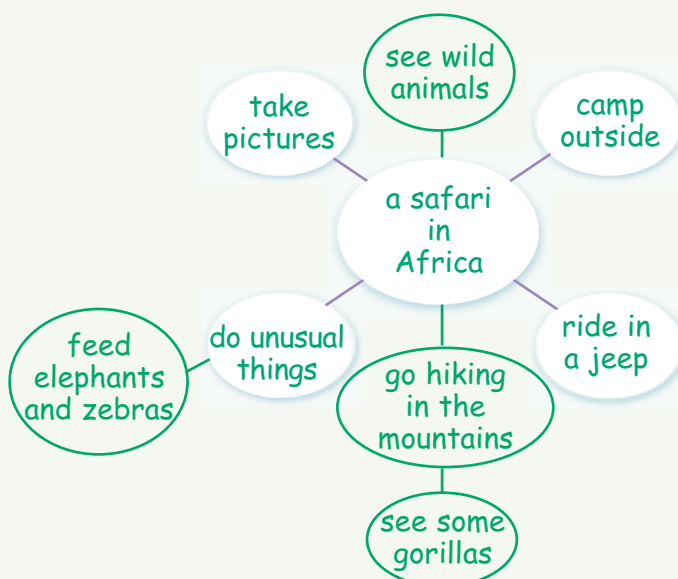
- hear lions roar

- see elephants play in water

- it would be amazing

**Now cross out the ideas you and your classmates will not use.**

**Put your ideas into a cluster. Draw more circles as you need them.**



### A Safari in Africa

We would like to go on a safari in Africa. We want to see wild animals. We would like to ride in a jeep and take pictures of the animals. We would also like to camp outside in tents. We want to hear lions roaring at night. We want to do unusual things, too. We would like to feed huge elephants and cute zebras. We also think that hiking in the mountains would be amazing. We would like to see some gorillas in the mountains. Maybe we could even feed the gorillas! Although an African safari trip may be dangerous, it would be a lot of fun!



**Brainstorm about an exciting vacation you had. Write all of your ideas in the box.**

*\*Sample Answer*

**My Ideas**

~~Greece: saw the Parthenon, went sunbathing on the beach, visited some museums, food~~

Scotland: bungee jumping, kart driving, saw the Loch Ness monster (Nessie), saw some old castles, ~~went camping~~  
~~had a campfire, went to Loch Lomond, ate some haggis,~~  
learned how to Scottish dance, rode on a big bus, went to an adventure center

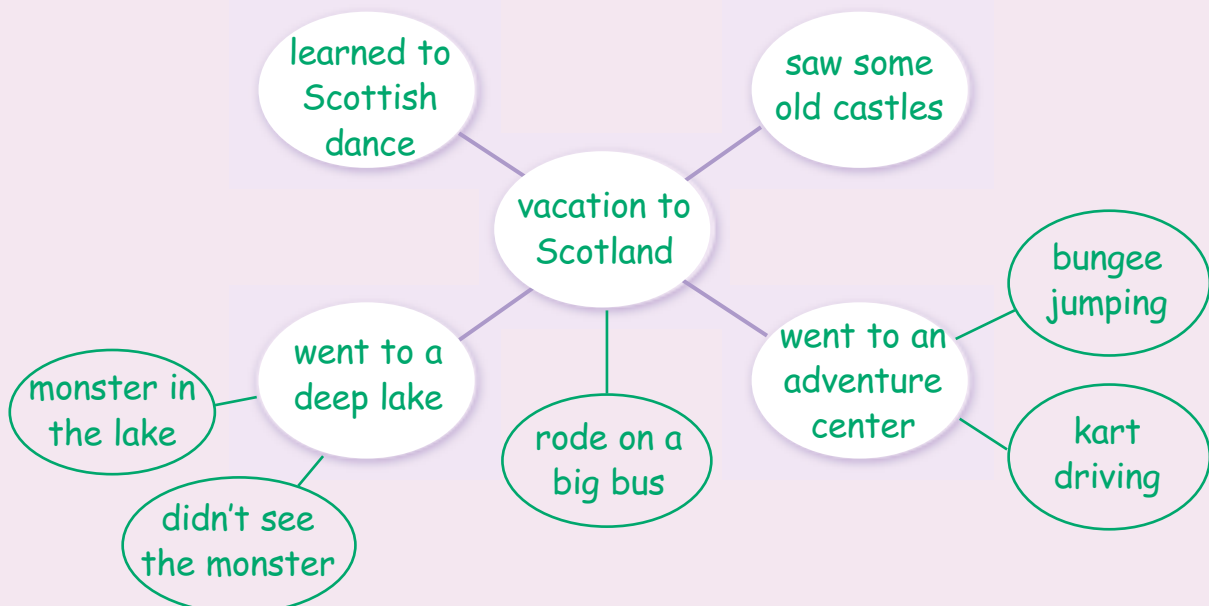
- Where did you go?
- What things did you do there?
- What was the most exciting thing you did?
- Will you go again?
- How did you feel?
- Who did you go with?
- How long were you there?
- What time of year was it?



**Now cross out the ideas you will not use.**



**Put your ideas into a cluster. Draw more circles as you need them. Then write your paragraph together.**



- ★ **Make an outline. Organize the ideas from your cluster and add more details.**

**Outline Example**

**Topic Sentence:** My family and I went on vacation in Scotland.

- A. did many exciting and interesting things
- B. rode on a big bus
- C. saw some old castles
- D. learned how to Scottish dance
- E. went to a very deep lake
  - 1. monster in the lake
  - 2. didn't see it
- F. went to an adventure center
  - 1. could go bungee jumping or kart driving
  - 2. wanted to go bungee jumping
    - a. My mom said no.
    - b. It was too dangerous.
  - 3. went kart driving

**Concluding Sentence:** I can't wait to go back to Scotland and have more exciting adventures!

**Topic Sentence:**

A.

1.

2.

B.

1.

a.

b.

c.

2.

**Concluding Sentence:**

**Remember:** Everything goes in groups. You can't have an **A** without a **B**, a **1** without a **2**, or an **a** without a **b**.

- ★ **Now write a paragraph.**

My Vacation to Scotland

My family and I went on vacation in Scotland. We did many exciting and interesting things. There was a big bus that took us everywhere. I saw some old castles. At one castle, I learned how to Scottish dance. I also went to a very deep lake. Our guide told us that there was an enormous monster in the lake. The monster's name is Nessie, but I didn't see it. One day, the bus took us to an adventure center. We could go bungee jumping or kart driving. I wanted to go bungee jumping, but my mom said that it was too dangerous. So, I went kart driving instead. It was fun! I can't wait to go back to Scotland and have more exciting adventures!

# A Dress for the Dance

Last week, I had a problem. There was a dance at my school, but I had nothing to wear. My best friend had a new dress, but I only had an old one that was too small. I didn't want to miss the dance, so I asked my mother to buy me one. She told me that I had to earn the money by doing chores. Every day, I cleaned my room, walked our dog, took out the trash, did the laundry, and set the table for dinner. My mother was impressed. At the end of the week, she paid me. It was enough to buy a new dress. I was so happy! The dance was very fun, and I wore the best dress.



## 1 Choose the best answers.

- A.** Which other topic sentence could begin the paragraph?
- a. I needed a new dress for the dance last week.
  - b. I had to wear a dress last week.
  - c.** I solved a problem that I had last week.
- B.** Which other concluding sentence could end the paragraph?
- a. I love my dress and the dance is great.
  - b.** The next time I need money, I will try to earn it.
  - c. I should have borrowed a dress from my friend.

## 2 Answer the questions in complete sentences.

- A.** Why couldn't the girl wear her old dress?  
(She couldn't wear her old dress because) It was too small.
- B.** What was her problem?  
She didn't have any money.
- C.** How did she solve her problem?  
She earned the money for a new dress by doing chores.

### Writing Skill Focus

Examples and explanations can make paragraphs more interesting. In addition, they often help the readers understand.

Mr. Machi, **our family dog**, is lazy. He **doesn't like to exercise**, and he **sleeps all day**. I try to encourage him to exercise. Sometimes, **we go for walks** or **go swimming** in a nearby lake. However, even then he protests. He often **sits down to rest** while we are walking! I'm worried about his health. I don't want him to be lazy anymore.

The **orange** words are an explanation. Without them, the reader doesn't know who Mr. Machi is. The **blue** words are examples. Without them, the paragraph is less interesting.

3

**Complete the paragraph. Use the examples and explanations.**

a boy my age

It means goodbye in Spanish.

Our new neighbors

We love playing soccer together.

## New Neighbors

Our new neighbors, the Cruz's, moved into our neighborhood last week. They are from Barcelona, Spain. When I see them on the street, they always say, "Hola!" It means hello in Spanish. The Cruz's have a boy my age, Leo, who is athletic like me. We love playing soccer together. I like Leo, and I enjoy learning about his country. Yesterday, Leo taught me to say, "Adios!" It means goodbye in Spanish. Having new neighbors is fun!

4

**Rewrite the paragraph from exercise 3. Add additional examples and explanations. There are many possibilities.**

### New Neighbors

Our new neighbors, the Cruz's, moved into our neighborhood last week. They are from Barcelona, Spain. When I see them on the street, they always say, "Hola!" It means hello in Spanish. They are a very friendly family. The Cruz's have a boy my age, Leo, who is athletic like me. We love playing soccer together. He is a goalie and I am a striker. I like Leo, and I enjoy learning about his country. Yesterday, Leo taught me to say, "Adios!" It means goodbye in Spanish. Having new neighbors is fun!





Use the cluster to complete the outline.



**Topic Sentence:** Car pollution is becoming a big problem.

A. Every day, millions of people drive cars that make our air dirty.

B. We must solve this problem now.

1. People need clean air to live.

2. Clean air helps things grow.

3. solutions

a. buy cars that use vegetable oil or water instead of gasoline

- produce less dirty air

- easy to use

b. take the bus and ride bicycles more often

- meet new people

- get some exercise

- don't have to worry about driving in traffic

**Concluding Sentence:** It's important to solve the car pollution problem before it's too late.



Now complete the paragraph.

## Car Pollution

Car pollution is becoming a big problem. Every day, millions of people drive cars that make our air dirty.

We must solve this problem now because we need clean air to live. Clean air helps things grow, and without it we won't have a future on Earth. There are many solutions to this problem, such as buying cars that use vegetable oil or water instead of gasoline. These cars produce less dirty air. They are also easy to use.

Another solution is for people to take the bus and ride bicycles more often. This way, they meet new people or get some exercise. In addition, people don't have to worry about driving in traffic. It's important

to solve the car pollution problem before it's too late.





6

**Brainstorm with a classmate. Write all of your ideas in the box.**

**What is one of the biggest problems in the world today?**

Think of some problems in the world today. Why are they problems?



What is one of the biggest problems?



Is there a solution to this problem?  
How can we help or stop this problem?



What can you and your partner do to make a difference?

### Our Ideas

\*Sample Answer

~~problems: crime, littering, do not cross out~~

A big problem is global warming.

- changes and/or harms everything

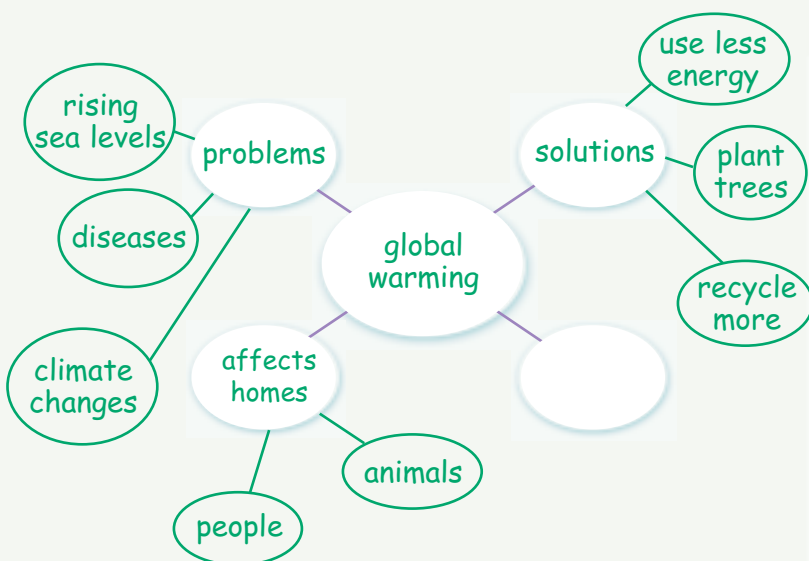
global warming: causes rising sea levels, extreme weather changes, climate changes, melting glaciers, diseases

~~animals are affected: homes are changing, losing their homes, dying because they can not adapt to a new home~~

solutions: use less energy, recycle more

**Now cross out the ideas you and your classmates will not use.**

**Put your ideas into a cluster. Draw more circles as you need them. Then, write your paragraph together.**



### Global Warming

A big problem in the world today is global warming. The Earth's temperature is getting warmer, and this causes many problems. Global warming is causing climate changes, rising sea levels, diseases, and many other things. All of these problems have an affect on our homes and many animals' homes. One day, cold weather animals like polar bears won't have anywhere to live. We must solve the problem of global warming before all of our homes are gone. We can do many things to help solve the problem. We can use less energy. We also need to recycle more and plant trees. We need to fight global warming, so we can all be happy and healthy!



**7 Brainstorm about a problem you had that you successfully solved.  
Write all of your ideas in the box.**

*\*Sample Answer*

### My Ideas

~~always fighting with my brother~~  
~~wanted to go on a trip, but didn't have the money~~  
not doing well in school, getting bad grades  
- couldn't read what the teacher wrote on the board  
- asked the teacher to sit closer to the board  
My teacher suggested getting glasses.  
- got glasses and could see everything  
- grades started to go up again  
Kids at school liked my glasses, and said that I looked smart.  
~~- felt good that I could see, I was happy with my new~~  
~~glasses~~

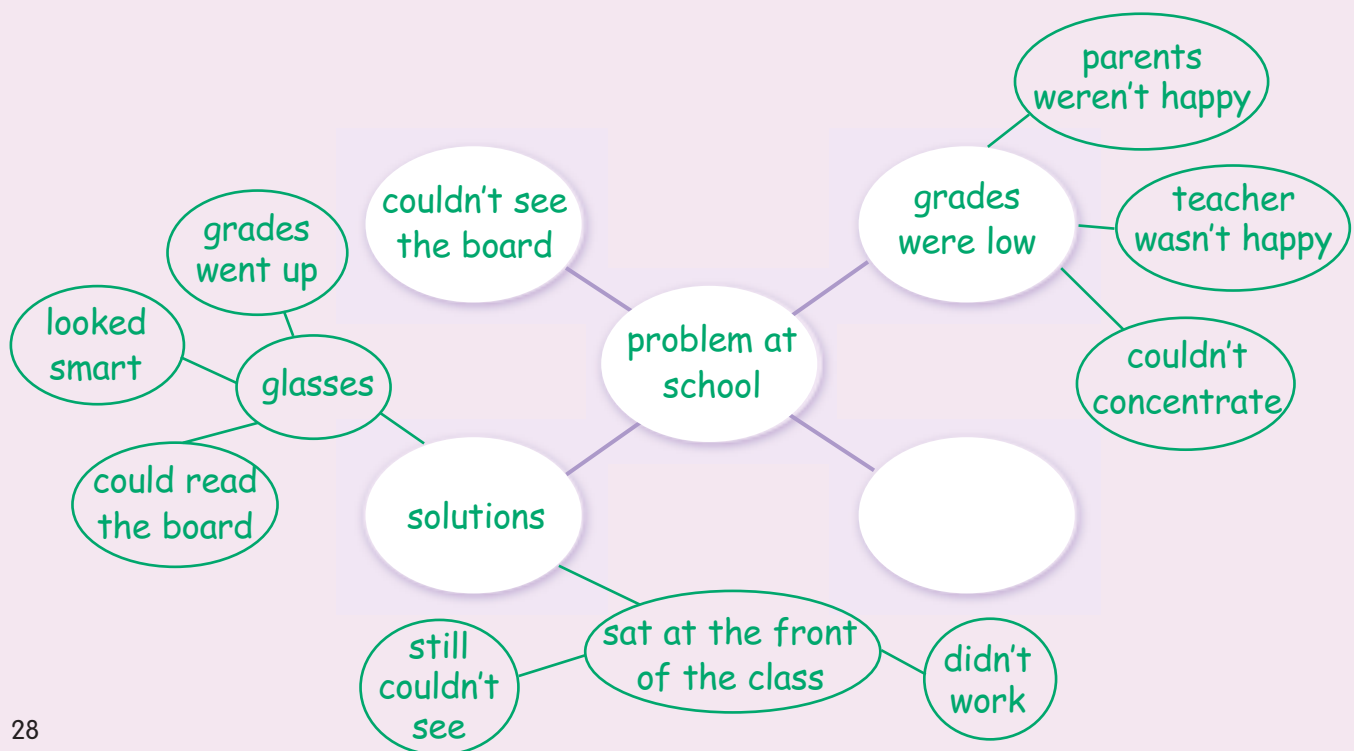
- What was the problem?
- What kind of problem was it?
- When did it happen?
- How did the problem make you feel?
- Did anyone help you? Who?
- How did you solve the problem?
- Was it an important experience in your life?
- How did you feel after you solved this problem?



**Now cross out the ideas you will not use.**



**Put your ideas into a cluster. Draw more circles as you need them.**



- 
- Make an outline. Organize the ideas from your cluster and add more details.**

**Outline Example**

**Topic Sentence:** Last year, I had a problem at school.

- A. grades were low
  - 1. couldn't concentrate in class
  - 2. My teacher wasn't happy.
  - 3. My parents weren't happy.
- B. couldn't see what my teacher wrote on the board
- C. solutions
  - 1. asked to sit at the front of the class
    - a. didn't work
    - b. still couldn't see
  - 2. My teacher said that I needed to get glasses.
    - a. got an eye test
    - b. got glasses
      - could read the board
      - grades went up
      - looked smart

**Concluding Sentence:** I really like my glasses.

**Topic Sentence:**

- A.
  - 1.
  - 2.
- B.
  - 1.
    - a.
    - b.
    - c.
  - 2.

**Concluding Sentence:**

**Remember:** Everything goes in groups. You can't have an **A** without a **B**, a **1** without a **2**, or an **a** without a **b**.

- 
- Now write a paragraph.**

A Problem at School

Last year, I had a problem at school. My grades were low, and I couldn't concentrate in class. My teacher wasn't happy with my work, and neither were my parents. My bad grades weren't the only problem. I couldn't see what my teacher wrote on the board. I asked to sit at the front of the class, but it didn't work. I still couldn't see! My teacher said that I needed to get glasses. I didn't believe her, but I got an eye test. I was surprised. I did need glasses! My new glasses solved all of my problems. I could read the board, and my grades went up. In addition, the kids at school said that I looked smart. I really like my glasses.



Use the outline to complete the paragraph.

**Topic Sentence:** Jordan went to a rugby game with his dad.

A. Jordan had never seen a rugby game before.

1. didn't know what to expect
2. His dad told him it was similar to soccer.
  - a. similarities
    - The field has goals at each end.
    - Players kick the ball to each other.
  - b. differences
    - Players can pick up the ball and run with it.
    - Players can tackle each other.

B. Jordan was very excited during the rugby game.

1. It was very interesting to watch.
2. There was a lot of action!
3. Jordan cheered for the yellow team.
4. His dad cheered for the white team.
5. His dad bought hot dogs and soda.
  - a. Jordan almost spilled his soda.
  - b. He was jumping up to cheer for his team.

**Concluding Sentence:** Jordan had a great time watching rugby, and his team won the game!



## The Rugby Game

Jordan went to a rugby game with his dad. Jordan had never seen a rugby game before. He didn't know what to expect. His dad told him it was similar to soccer. The field has goals at each end, and players kick the ball to each other. However, in rugby players can pick up the ball and run with it. He also said that players can tackle each other, so sometimes it can be dangerous. Jordan was very excited during the rugby game. It was very interesting to watch. There was a lot of action! Jordan cheered for the yellow team, and his dad cheered for the white team. His dad bought hot dogs and soda to enjoy while they were watching the game. At one point, Jordan almost spilled his soda. He was jumping up to cheer for his team. Jordan had a great time watching rugby, and his team won the game!

2

Find five mistakes in the paragraph. Circle the mistakes and rewrite the paragraph.



### A Job Fun

My brother, Mark, is a disc jockey. Disc jockeys are also called DJs. Mark has a fun job because she gets to play music for people and watch them dance. He plays all kinds of music. Sometimes, people ask him to play certain songs. He knows a lot about music. His music favorite to play is hip-hop because many people like to dance to it. It's exciting for Mark to watch people have fun. Mark is a DJ at weddings and parties. He was the DJ at my birthday party. He played all my favorite songs and even was dancing with me a few times. When I'm older, I want to have a fun job like our brother!

### A Fun Job

My brother, Mark, is a disc jockey. Disc jockeys are also called DJs. Mark has a fun job because he gets to play music for people and watch them dance. He plays all kinds of music. Sometimes, people ask him to play certain songs. He knows a lot about music. His favorite music to play is hip-hop because many people like to dance to it. It's exciting for Mark to watch people have fun. Mark is a DJ at weddings and parties. He was the DJ at my birthday party. He played all my favorite songs and even danced with me a few times. When I'm older, I want to have a fun job like my brother!

3

Answer the questions with your own information.

\*Sample Answers

A. What is your favorite kind of music?

My favorite kind of music is classical music/jazz/rock.

B. What is something that you know a lot about?

I know a lot about computers.

C. What do you want to be when you are older?

I want to be a reporter when I am older.



## 4 Look at the picture and read the beginning of the story.

### Lori Can't Sleep

Every morning, Lori has trouble waking up for school. She is tired because she can't fall asleep at night. For most of the night, she lies in bed awake. Lori tries everything to help herself fall asleep...



## ★ Brainstorm about ways to finish the story. Write all of your ideas in the box. \*Sample Answer

~~tries sleeping with a night light on~~  
~~talks on the phone to a friend until she gets sleepy~~  
tells friends  
watches TV  
~~counts sheep (count in her head)~~  
listens to soft music  
writes down ideas to help sleep  
~~has her mom or dad read a story to her~~

- How does Lori solve her problem?
- What different things does she do to try to solve her problem?
- How does she feel after she solves her problem?

## ★ Now cross out the ideas you will not use.

## ★ Put your ideas into a cluster. Draw more circles as you need them.





★ **Complete the outline. Organize the ideas from your cluster and add more details.**

**Topic Sentence:** Every morning, Lori has trouble waking up for school.

- A. can't fall asleep at night
- B. awake most of the night
- C. tries everything to help herself fall asleep
  - 1. listens to soft music
  - 2. watches her favorite TV shows
  - 3. Nothing seems to work.
  - 4. isn't sure what to do
- D. tells her friends about her problem
  - 1. suggest reading a story in bed
  - 2. She has already tried it.
- E. decides to write down ideas that will help her sleep
  - 1. gets into bed
  - 2. begins to write
  - 3. falls asleep

**Concluding Sentence:** Lori has finally solved her problem.

★ **Now write the complete story.**

### Lori Can't Sleep!

Every morning, Lori has trouble waking up for school. She is tired because she can't fall asleep at night. For most of the night, she lies in bed awake. Lori tries everything to help herself fall asleep. She listens to soft music. She watches her favorite TV shows. Nothing seems to work. Lori isn't sure what to do. She tells her friends about her problem. They suggest reading a story in bed, but Lori has already tried it. Lori tries to think of more solutions to her problem. She decides to write down ideas that will help her sleep. She gets into bed and begins to write. After a while, her eyes close slowly. She is asleep! Lori has finally solved her problem.

# The Kindness of a Stranger



I will always remember the kindness of a stranger. When I was very young, I went to a department store with my grandpa. I was bored, so I started watching a cartoon on one of the big televisions. After a while, I looked to see where my grandpa was. I couldn't see him. I searched for a long time, but I couldn't find him. I was scared and I cried a lot. Then, a nice woman talked to me. Her name was Gloria. She wiped the tears off my face. Then, she helped me find my grandpa. It took thirty minutes, but she was very kind and gentle. I will always remember how safe she made me feel.

## 1 Choose the best answers.

- A.** Which other topic sentence could begin the paragraph?
- a. I cried at a department store.
  - (b.)** Sometimes, strangers can be very kind.
  - c. People named Gloria are kind.
- B.** Which other concluding sentence could end the paragraph?
- (a.)** Although I was scared, I felt safe with Gloria.
  - b. You should never watch television in a department store.
  - c. Next time I get lost, I will search for Gloria.

## 2 Answer the questions in complete sentences.

- A.** How did the girl get lost?  
She started watching a cartoon on a television in the department store.
- B.** Why did she cry?  
She cried because she (couldn't find her grandfather and she) was afraid.
- C.** How did the girl feel when she was with Gloria?  
She felt safe (when she was with Gloria).

### Writing Skill Focus

A paragraph should be organized and clear. The sentences within a paragraph should be clearly connected to the main idea.

Matt would like to go to Switzerland to visit his grandfather. His grandfather lives on a farm there. Matt would like to see the farm and spend some time with his grandfather. ~~Matt likes cows.~~ Matt has never been to Switzerland, but he hopes to go there next summer.

The crossed out sentence is connected to the idea of his grandfather's farm, but it is not connected to the main idea. It does not belong in this paragraph.

3

Organize the sentences into groups and circle the topic sentences.

I can buy snacks in a store and eat them right away.  
I eat potato chips and candy every day. Junk food is unhealthy.  
It can also cause problems with your teeth. It is the best kind of food!  
Junk food is cheap, delicious, and fast. Junk food can make you gain weight.  
My parents don't allow me to eat a lot of junk food.

#### Group A

~~Junk food is unhealthy.~~ Junk food can make you gain weight.  
It can also cause problems with your teeth. My parents don't allow me to eat a lot of junk food.

#### Group B

I eat potato chips and candy every day. I can buy snacks in a store and eat them right away.  
~~Junk food is cheap, delicious, and fast.~~ It is the best kind of food!

4

Cross out the three sentences that do not belong in the paragraph.

### People Are Kind

I think that people are generally kind. ~~My parents taught me to be kind.~~ The other day, I was looking out a window and saw a man. The man saw something fall out of a woman's pocket. ~~The woman was wearing a red sweater and jeans.~~ It was twenty dollars. The man picked up the money, but he didn't keep it. He ran after the woman and gave her the twenty dollars. He didn't have to do that. No one else was around, and he couldn't see me. He could have kept the money, but he didn't. He chose to be kind, just like I think a lot of people choose to be kind. ~~I hope that I find some money soon!~~



Use the cluster to complete the outline.



**Topic Sentence:** Eddie is a very kind person.

A. does many things to help others

1. helps his grandparents

a. goes to their house every Sunday

b. does anything they need

• mows the lawn

• moves heavy things

c. loves his grandparents

d. enjoys helping them

2. volunteers at an animal shelter

a. helps feed the animals

b. likes to pet them

c. likes to play with them

3. tutors younger children

a. teaches them science

b. teaches them math

B. is amazing

**Concluding Sentence:** He is always taking care of others.



Now complete the paragraph.

## Eddie



Eddie is a very kind person. He does many things to help others. Every Sunday, he goes to his grandparent's house to help them. He does anything they need him to do. He often mows the lawn or moves heavy things. He loves his grandparents, and he enjoys helping them. He also volunteers at an animal shelter. Eddie helps feed the animals. He likes to pet them and play with them, too. In addition, Eddie tutors younger children after school. He teaches them science and math. Eddie is amazing! He is always taking care of others.



**Brainstorm with a classmate. Write all of your ideas in the box.**

## Who is the kindest person in your class?

Think of kind people in your class.  
Why are these people kind?  
Think of examples.

Who is the most kind?  
Do you and your partner agree?

Yes

Why else is this person kind? What does he/she do? How does he/she act? When was he/she kind to you?

No

Talk about it more. Give additional examples for your opinion. Come to an agreement.

### Our Ideas

*\*Sample Answer*

~~John: helps Mrs. Cox hand out papers~~

~~Elisa: always says nice things to people~~

~~Sarah: is a good friend~~

Elisa is the most kind, is friendly to everyone, helps clean up the classroom, helped Kevin with his English project, gives compliments, everyone likes her



**Now cross out the ideas you and your classmates will not use.**



**Put your ideas into a cluster. Draw more circles as you need them. Then, write your paragraph together.**



### Elisa

Elisa is the kindest person in our English class. She is very friendly to everyone, and everyone likes her. She always says nice things to people. She is good at giving compliments. Elisa is never mean. She often helps people. She stays after class to help our teacher clean up the classroom. She also helped Kevin with his English project. It took a lot of time, but she never complained. Elisa is very warm-hearted and helpful.





**7 Brainstorm about a time when someone was kind to you. Write all of your ideas in the box.**

*\*Sample Answer*

### My Ideas

Caleb: kind on our snowboarding trip, last year, can do tricks, in Canada, taught me how to snowboard, patient, only see him once a year now, good explanations, funny and nice

I tried to learn from an instructor.

- too difficult

Caleb was a much better teacher.

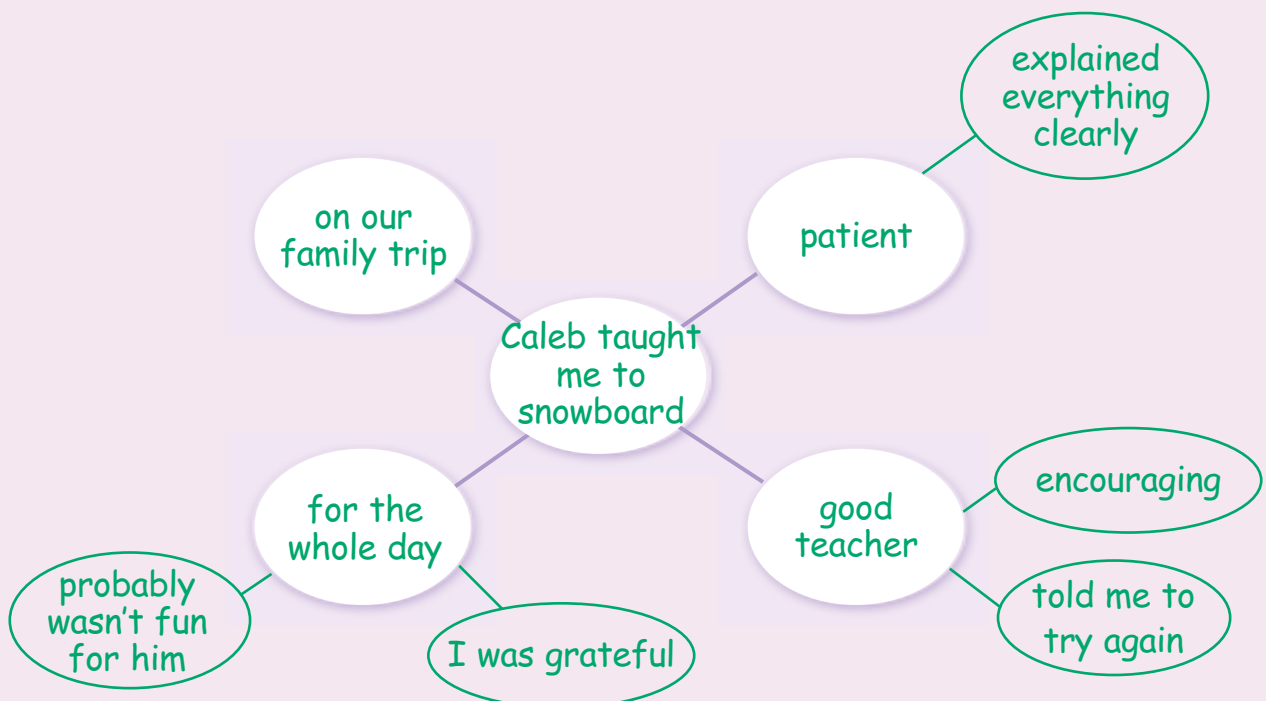
- Who was kind to you?
- Was this person a friend?
- What did he/she do?
- Where were you?
- How old were you?
- Why do you remember the experience?
- Do you see him/her often now?
- How did this person make you feel?



**Now cross out the ideas you will not use.**



**Put your ideas into a cluster. Draw more circles as you need them.**



- 
- ★ **Make an outline. Organize the ideas from your cluster and add more details.**

**Topic Sentence:** Last winter, my cousin, Caleb, was extremely kind to me.

- A. taught me how to snowboard on our family trip
- B. was very patient
  - 1. explained everything clearly
  - 2. was also very encouraging
  - 3. kept telling me to try again
- C. spent the whole day teaching me
  - 1. probably wasn't fun for him
  - 2. I was very grateful.
- D. was a good teacher
  - 1. I could go down the beginner slope.
  - 2. It was incredible!

**Concluding Sentence:** I will never forget how patient and kind Caleb was to me.

**Outline Example**

**Topic Sentence:**

- A.
  - 1.
  - 2.
- B.
  - 1.
    - a.
    - b.
    - c.
  - 2.

**Concluding Sentence:**

**Remember:** Everything goes in groups. You can't have an **A** without a **B**, a **1** without a **2**, or an **a** without a **b**.

- ★ **Now write a paragraph.**

Snowboarding with Caleb

Last winter, my cousin, Caleb, was extremely kind to me. He taught me how to snowboard on our family trip. I tried to learn from an instructor on the first day, but everything was too difficult. The next day, Caleb taught me. He was very patient. He explained everything clearly. He was also very encouraging. He kept telling me to try again. He spent the whole day teaching me. Even though it probably wasn't fun for him, I was very grateful. He was a good teacher. By the end of the day, I could go down the beginner slope. It was incredible! I will never forget how patient and kind Caleb was to me.

# Pearls



My mom has a beautiful pearl necklace. It is her favorite because my dad gave it to her. She also likes it because pearls are interesting. Pearls come from oysters. Sometimes, sand or a tiny animal gets inside an oyster's shell. The oyster doesn't like this, so it covers the object with a liquid. In time, the liquid gets hard. Then, the oyster covers it with more liquid. The oyster keeps covering it for many years, and the object gets bigger and bigger. Eventually, it becomes a beautiful pearl. My mom's necklace has thirty pearls. It is very special. I wonder how many years it took to make her necklace.

## 1 Choose the best answers.

- A.** Which other topic sentence could begin the paragraph?
- ☒ a. My mother loves her pearl necklace.
  - b. I like to make pearls.
  - c. My dad bought a pearl necklace.
- B.** Which other concluding sentence could end the paragraph?
- a. Pearls are interesting and expensive.
  - ☒ b. Each pearl took many years to make.
  - c. Pearls come in many different colors.

## 2 Answer the questions in complete sentences.

- A.** What animal makes pearls?  
Oysters make pearls.
- B.** How long does it take to make a pearl?  
It takes many years to make a pearl.
- C.** How do pearls get bigger and bigger?  
The oyster keeps covering the pearl with liquid for many years.



### Writing Skill Focus

Writers should use both short and long sentences within their paragraphs. Using too many sentences of the same length often creates weak paragraphs.

Flies have interesting hair. They taste, smell, and feel with the hair that covers their bodies. **Flies walk on their food. They use the hair on their mouths and feet to taste.** Then, if they like the taste, they put their mouths on the food. Flies taste what they walk on. Imagine walking on your dinner before eating it!

The paragraph is less interesting if the orange sentences are replaced with short sentences.

Flies walk on their food. They use hair to taste. The hair is on their mouths. The hair is on their feet.

The paragraph is confusing if the orange sentences are replaced with one long sentence.

Flies use the hair on their mouths and feet to taste food that they walk on.

3

**Complete the paragraph by combining the sentences in parentheses. There are many possibilities.**

### Making Clothes

I like to make my own clothes. It is fun. I get to choose the material. I like material with flowers or stripes. (I like material with flowers. I also like material with stripes.) My mom helps me make my clothes. She cuts the material and helps me sew the clothes. (She cuts the material. She helps me sew the clothes.) My friends think my clothes are cool and unique. (My friends think my clothes are cool. They think my clothes are unique.) One day, I want to make clothes for other people, too.

4

**Complete the paragraph by separating the sentences in parentheses into shorter sentences. There are many possibilities.**

### Studying Animals

I think that studying animals is very fun. Animals are all different sizes. Also, some animals are cute. (I think that studying animals is very fun because animals are all different sizes and some are cute.) I like to study animals at school because I always learn a lot from my teacher. Some of my friends think that studying animals is boring, but I disagree. I get to find out about strange and unusual things that animals have. For example, camels have three eyelids! (Some of my friends think that studying animals is boring, but I disagree because I get to find out about strange and unusual things that animals have, like camels have three eyelids.) I would like to become a zookeeper so that I can study animals all day.

5

Use the cluster to complete the outline.



**Topic Sentence:** Jeff loves to play sardines.

A. similar to hide-and-seek

B. Everyone counts to fifty.

C. One person hides.

1. the first sardine

2. Everyone looks for this person.

a. secretly find the sardine

b. hide with the sardine

D. One time, there were ten people from Jeff's class all trying to hide in a cupboard.

1. couldn't fit

2. Jeff fell out.

a. Everyone laughed loudly.

b. Everyone was found.

**Concluding Sentence:** Sardines is Jeff's favorite game!



Now complete the paragraph.

## Sardines

Jeff loves to play sardines. It is similar to hide-and-seek, but it is more fun. Everyone counts to fifty, while one person hides. The person hiding is the first sardine, and everyone looks for this person.

When someone finds the sardine, he or she doesn't tell anyone. Instead, this person hides with the sardine.

Eventually, there are many sardines. In the end, there is only one person looking for the sardines. One time, there were ten people from Jeff's class all trying to hide in a cupboard.

They couldn't fit, and Jeff fell out. Everyone in the cupboard laughed loudly, and all the sardines were found. Sardines is Jeff's favorite game!





6

**Brainstorm with a classmate. Write all of your ideas in the box.**

**How do you play a game in your country?**

Think about games you play in your country. Choose one that you both know how to play.

How do you play the game?

Do you need anything special to play?

How long does it take to play the game?

How many people do you need to play? Can anyone play?

**\*Sample Answer**

### Our Ideas

- Conkers: horse chestnuts, string, song, break - other players' chestnuts
- Cricket: bat, ball, wicket, field, two teams
- Rounders: bat, ball, bases, two teams, batter, bowler
- batter tries to hit the ball
- ball is softer than a baseball
- play for as long as you want
- anyone can play
- different numbers of people can play

**Now cross out the ideas you and your classmates will not use.**

**Put your ideas into a cluster. Draw more circles as you need them. Then, write your paragraph together.**



### Rounders

In England, we play a game called rounders. There are two teams in rounders. You need a bat, a ball, and some bases. The ball is softer and a little bigger than a baseball. The number of bases depends on how many players you have. When we play, we usually have three to five bases. A person from team one, called a bowler, throws the ball. At the same time, a person on team two, called a batter, tries to hit the ball. When the ball is hit, the batter runs to first base. Everyone on team one tries to catch the ball and throw it to the base. If a person touches all the bases, they get a point. Rounders is a lot of fun!



**Brainstorm about how plants grow. Write all of your ideas in the box.**

*\*Sample Answer*

**My Ideas**

- Flowers: smell nice

- Cacti: need little water, spiky, won't live if get too much water

- Plants: water, sun, plant food, soil, pot, live a long time if cared for

My mom has a lot of plants.

Sometimes plants have beautiful flowers.

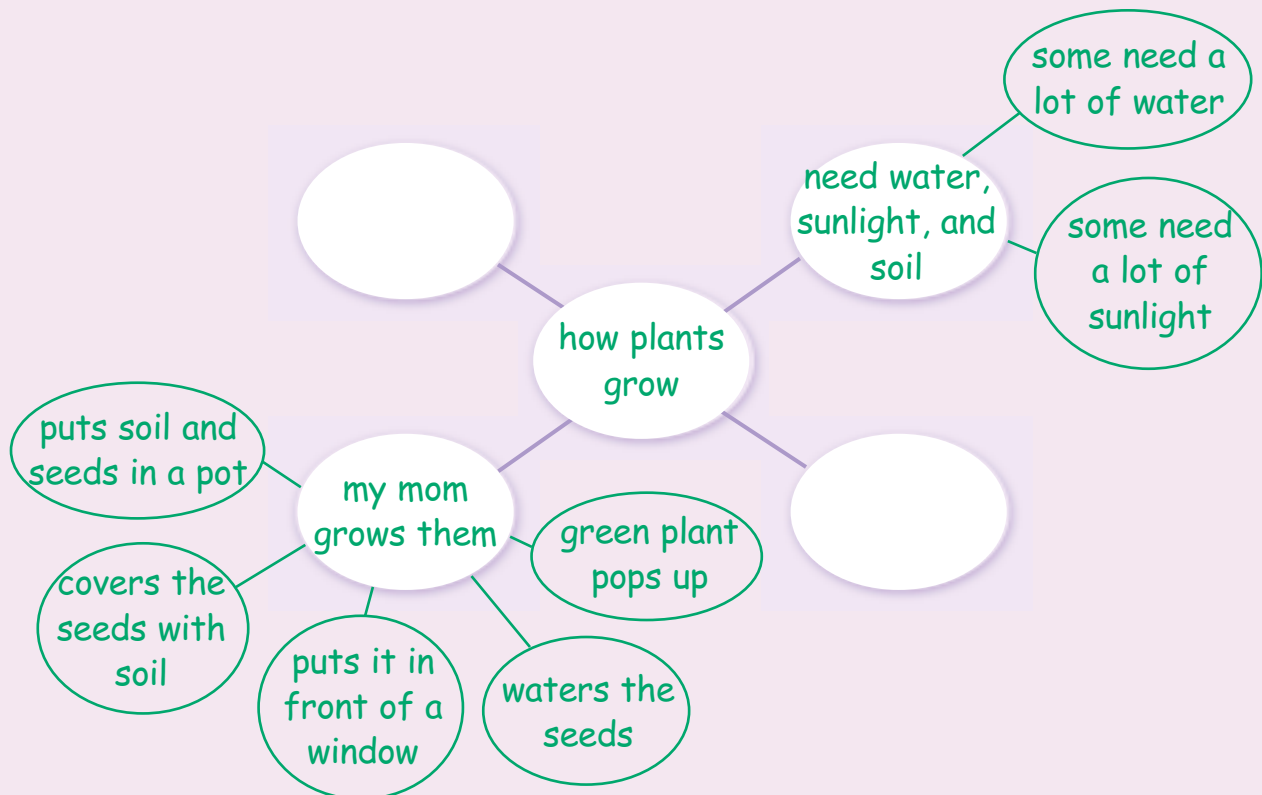
- How do plants grow?
- What do most plants start out as?
- What do they need to grow?
- Do all plants need the same things?
- Can people grow plants in their houses? How?
- How do you keep a plant alive?
- Are there any plants in your home?
- Why are plants green?



**Now cross out the ideas you will not use.**



**Put your ideas into a cluster. Draw more circles as you need them.**



- 
- ★ **Make an outline. Organize the ideas from your cluster and add more details.**

**Topic Sentence:** Plants need water, soil, and sunlight to grow.

- A. My mother likes to grow plants.
  - 1. puts some soil and seeds in a pot
  - 2. covers the seeds with more soil
  - 3. puts the pot in front of a window to get some sun
  - 4. waters the seed once or twice a week
  - 5. A little green plant pops out of the soil.
  - 6. Eventually, it grows bigger.
  - 7. Sometimes, the plant has flowers.
- B. Plants always need water, sunlight, and soil.
  - 1. Some plants need a lot of water.
  - 2. Some plants like more sunlight than others do.

**Concluding Sentence:** If done correctly, growing plants is easy!

**Outline Example**

**Topic Sentence:**

- A.
  - 1.
  - 2.
- B.
  - 1.
    - a.
    - b.
    - c.
  - 2.

**Concluding Sentence:**

**Remember:** Everything goes in groups. You can't have an **A** without a **B**, a **1** without a **2**, or an **a** without a **b**.

- ★ **Now write a paragraph.**

How Plants Grow

Plants need water, soil, and sunlight to grow. My mother likes to grow plants. First, she puts some soil and seeds in a pot. Then, she covers the seeds with more soil. After she plants the seeds, she puts the pot in front of a window to get some sun. She waters the seeds once or twice a week. After a while, a little green plant pops out of the soil. Eventually, it grows bigger. Sometimes, the plant has flowers. Plants always need water, sunlight and soil. However, people have to be careful. Some plants need a lot of water, while others only need a little. It is the same with sunlight. Some plants like more sunlight than others do. If done correctly, growing plants is easy!

# An Important Song

There is a song that is very important to me. It is important because it is the song that was played at a special party. The song is about having 'the time of your life'. It is by my favorite band, Green Day. After I took my black belt test in karate, my parents had a surprise party for me. All of my friends and family came. During the party, my dad played a video for everyone to watch. It showed pictures of me doing karate over the years. It even showed me at my first karate class! The Green Day song played during this video. Because it was such an exciting day for me, I always smile when I hear that song.



## 1 Choose the best answers.

- A.** Which other topic sentence could begin the paragraph?
- a. I like important music.
  - b. Green Day is my favorite band, and they are important to me.
  - c.** Music is important to me, but there is one song that is the most important.
- B.** Which other concluding sentence could end the paragraph?
- a. I feel happy when I think of how well I did on my black belt test.
  - b.** I always remember my special surprise party when I hear that song.
  - c. Green Day is a talented band, and I hope that I can meet them one day.



## 2 Answer the questions in complete sentences.

- A.** Why is the song important to the boy?  
It (is important because it) is the song that was played at his special party.
- B.** Why did his parents have a surprise party for him?  
(They had a party for him because) He took his black belt test in karate.
- C.** When did the song play at the party?  
It played during the video (that showed the boy doing karate).

### Writing Skill Focus

Sentences within a paragraph should begin in different ways. Using a few introductory clauses and phrases helps paragraphs flow more naturally.

#### CLAUSES

Since she wants to keep in shape, Helen exercises every other day.

Because he was reading an interesting book, John didn't notice that it was past his bedtime.

#### PHRASES

To keep in shape, Helen exercises every other day.

Reading an interesting book, John didn't notice that it was past his bedtime.

Clauses contain a subject and a verb, while phrases do not.

3

Complete the sentences with introductory clauses or phrases. There are many possibilities.

- A. To be healthy \_\_\_\_\_, James eats vegetables every day.
- B. Since we live far away from each other \_\_\_\_\_, we don't see one another very often.
- C. Because her radio is broken \_\_\_\_\_, she can't listen to music.
- D. To enjoy the sunshine \_\_\_\_\_, we went outside.

4

Rewrite the sentences so that they begin with introductory clauses or phrases. There are many possibilities.

- A. They saw the fresh snow when they looked out the window.  
When they looked out the window, they saw the fresh snow./To see the fresh snow,
- B. Jenny fell asleep during the movie because she was tired. they looked out the window.  
Because she was tired, Jenny fell asleep during the movie./During the movie, Jenny
- C. The cat licked its lips while looking at the mouse. fell asleep because she was tired.  
While looking at the mouse, the cat licked its lips./Licking its lips, the cat looked at
- D. Lisa hugged her grandmother because she wanted to make her happy. the mouse.  
Because she wanted to make her happy, Lisa hugged her grandmother./Wanting to make
- E. James eats vegetables every day to be healthy. her happy, Lisa hugged her grandmother.  
Since he wants to be healthy, James eats vegetables every day./To be healthy, James  
eats vegetables every day.



5

Use the cluster to complete the outline.



**Topic Sentence:** Brunch is a fun family tradition for Shona.

A. every Sunday morning

B. brunch at their house

C. Everyone makes something different.

1. Her mom makes scrambled eggs.

2. Her dad cooks sausage and bacon.

3. Her sister makes waffles.

4. She makes pancakes.

5. Her brother doesn't make anything.

a. always burns everything

b. sets the table

D. important

1. Everyone is together.

2. They talk, laugh, and enjoy one another's company.

**Concluding Sentence:** Shona hopes that she will always spend Sundays with her family.



Now complete the paragraph.

## A Family Tradition



Brunch is a fun family tradition for Shona. Every Sunday morning, her family has brunch at their house. Everyone makes something different. Her mom makes scrambled eggs. Her dad cooks sausage and bacon. Her younger sister makes waffles, and she makes pancakes. Because he always burns everything, her brother sets the table. Sunday brunch at Shona's house is important. It is a time when everyone is together. They talk, laugh, and enjoy one another's company. Shona hopes that she will always spend Sundays with her family.

6

Brainstorm with a classmate. Write all of your ideas in the box.

What is an important tradition in your country?

Think of important traditions in your country. Write down a few that you both think are important.

Which one is the most important?  
Do you and your partner agree?

Yes

Is it a fun tradition?  
What do you do?  
Why is it a tradition? How often is this tradition practiced?

No

Talk about it more.  
Give additional examples for your opinion. Come to an agreement.

\*Sample Answer

Our Ideas

Christmas: celebrate Mary and Joseph's journey,  
piñata (paper filled with candy for children),  
dinner, tree, presents, December  
Day of the Dead: decorate houses and graves,  
remember dead family, buy gifts, make candy  
(sugar skulls), light candles



Now cross out the ideas you and your classmates will not use.



Put your ideas into a cluster. Draw more circles as you need them.  
Then, write your paragraph together.



### A Mexican Tradition

There are many traditions in our country, Mexico. Our favorite tradition is the Day of the Dead. It is an important holiday for families. It is a time to remember the family members who are no longer here. Many people might think it is a sad day, but we think it is both fun and respectful. It is like a special party. We buy gifts for the people who have died. We also make special candy for them. In addition, we decorate the graves of the dead. We light a candle for every person we are honoring. While we do all this, we tell funny and interesting stories about these people. Everyone in Mexico really likes this tradition. We hope it is always celebrated.



**Brainstorm about an important family tradition. Write all of your ideas in the box.**

*\*Sample Answer*

**My Ideas**

~~Spring cleaning: everyone cleans the house, not fun, mom makes us~~

~~Birthdays: funny presents, friends, cake, games~~

Christmas day: dinner, presents, at Grandma's house, movie, secret Santa, holiday songs

- I help make the gravy.

- Grandma is a great cook!

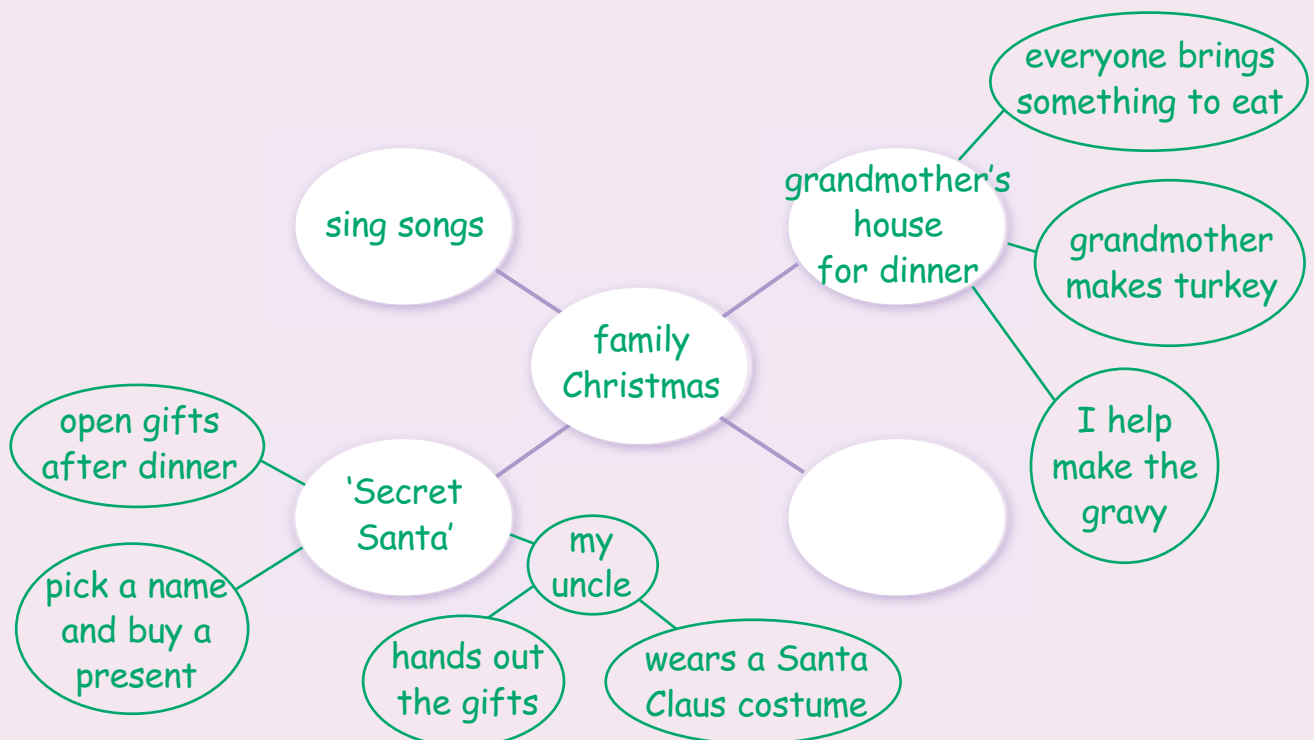
- What is this tradition?
- How often do you do it?
- What do you do?
- Who do you do it with?
- Why do you have this family tradition?
- How do you feel about it?
- How long has your family done this?
- Will you do it forever?



**Now cross out the ideas you will not use.**



**Put your ideas into a cluster. Draw more circles as you need them.**



- 
- ★ **Make an outline. Organize the ideas from your cluster and add more details.**

**Outline Example**

**Topic Sentence:** I have an important family tradition.

A. My family goes to my grandmother's house for dinner.

1. Everyone brings something different to eat.
2. My grandmother always makes the turkey.
3. She lets me help her make gravy.

B. 'Secret Santa'

1. Everyone picks a name out of a hat and buys a gift for that person.
2. open our gifts after dinner
3. my uncle
  - a. wears a Santa Claus costume
  - b. hands out all of the gifts

C. We also sing songs together.

**Concluding Sentence:** I always look forward to our Christmas tradition at my grandmother's house.

**Topic Sentence:**

A.

- 1.
- 2.

B.

1.
  - a.
  - b.
  - c.

2.

**Concluding Sentence:**

**Remember:** Everything goes in groups. You can't have an **A** without a **B**, a **1** without a **2**, or an **a** without a **b**.

- ★ **Now write a paragraph.**

Our Family Tradition

I have an important family tradition. Every Christmas, my family goes to my grandmother's house for dinner. Everyone brings something different to eat. My grandmother always makes the turkey because she is such a great cook. She lets me help her make gravy for the turkey. Another thing that we do is 'Secret Santa'. Everyone picks a name out of a hat and buys a gift for that person. After dinner on Christmas, we all open our gifts together. To make it more fun, my uncle wears a Santa Claus costume. He hands out all of the gifts. We also sing songs together. I always look forward to our Christmas tradition at my grandmother's house.

# Denver Is the Best



Of all the great cities in America, Denver, Colorado is the best place to live. The first reason is because of the beautiful weather. In addition to four seasons, Denver gets over three hundred sunny days a year! There is always something to do outside. In only thirty minutes, you can drive from Denver to the Rocky Mountains. These mountains have some of the best hiking, biking, and skiing in the world. If you don't want to leave the city, there are many parks and golf courses. Besides great things to do outside, Denver has museums, movie theaters, and shopping malls. People in Denver have very active lives. Denver is a great place for anyone to live.

## 1 Choose the best answers.

- A.** Which other topic sentence could begin the paragraph?
- a. Denver is better to live in than New York.
  - b. Denver is a city in America, and there are many things to do there.
  - (c.)** Though some American cities are more famous, Denver, Colorado is the nicest place to live.
- B.** Which other concluding sentence could end the paragraph?
- a. Denver has great shopping and skiing, so you should move to Denver.
  - (b.)** Denver is a great city to live in.
  - c. To make it even better, Denver has a zoo.

## 2 Answer the questions in complete sentences.

- A.** What is special about the sunny days in Denver?  
There are over three hundred sunny days a year.
- B.** What activities can people do in the Rocky Mountains?  
(In the Rocky Mountains,) People can go hiking, biking, and skiing.
- C.** What indoor places can people go to in Denver?  
(In Denver,) People can go to museums, movie theaters, and shopping malls.



### Writing Skill Focus

Writers need to think about their **readers** and their **purpose**.

**Readers:** Who will read my paragraph? My teacher? Other students? My parents?

**Purpose:** Why am I writing this paragraph? To explain something? To change someone's opinion? To scare someone? To tell a story?

Some words have positive or negative feelings connected to them. Writers should think about the words they choose.

A **bug** **walked** across the floor.

A **gross** **bug** **crawled** across the floor.

A **beautiful** **bug** **danced** across the floor.

For many people, **bug** has negative feelings connected to it. The words **gross** and **crawled** add to this negative feeling. However, **beautiful** and **danced** help to change this negative feeling into a positive feeling.

3

Write **P** for positive or **N** for negative above each underlined word.

A. That <sup>N</sup>loud dog next door is a <sup>N</sup>monster!

B. I <sup>N</sup>have to get new basketball shoes because mine are <sup>N</sup>old and <sup>N</sup>dirty.

C. The motorcycle <sup>N</sup>roared with <sup>P</sup>power when the man drove it.

D. The <sup>N</sup>smelly cheese had an <sup>P</sup>elegant taste.

4

Rewrite the sentences so that they have a positive feeling. There are many possibilities.

A. My brother's room is dark and scary.

My brother's room is clean and tidy.

B. The computer is big, old, and slow.

The computer is shiny, new, and modern.

C. The class was long and boring.

The class was exciting and interesting.



Use the cluster to complete the outline.



**Topic Sentence:** Snakes are often misunderstood.

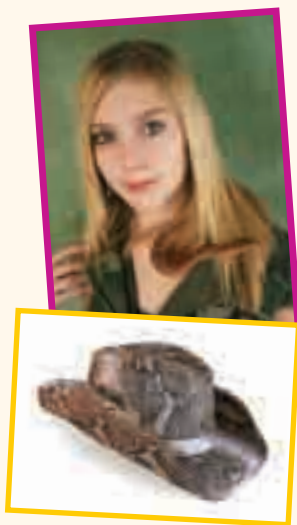
- A. Many people think that snakes are scary.  
 1. hide under rocks  
 2. hide in holes
- B. They don't hide to scare people.  
 1. need to keep warm in winter  
 2. need to keep cool in summer  
 3. more afraid of us than we are of them
- C. I think that snakes are beautiful animals.  
 1. Their skin is colorful and smooth.  
 2. People use skin to make boots, hats, and many other things.
- D. Some snakes are even helpful!  
 1. eat rats  
 2. eat mice

**Concluding Sentence:** Snakes are not scary and ugly; they are beautiful and helpful.



Now complete the paragraph.

## Beautiful Animals



Snakes are often misunderstood. Many people think that snakes are scary because they hide under rocks and in holes. They don't hide to scare people.

Snakes hide because they need to keep warm in the winter and cool in the summer. Snakes are more afraid of us than we are of them!

I think that snakes are beautiful animals. Their skin is so colorful and smooth. People must think so too, because they use it to make boots, hats, and many other things. Some snakes are even helpful!

Snakes often eat rats and mice that people don't want in their homes. Snakes are not scary and ugly; they are beautiful and helpful.

6

Brainstorm with a classmate. Write all of your ideas in the box.

What is another animal that is misunderstood?

Think of some animals that you know a lot about. Choose one that you both think is misunderstood.

How is this animal misunderstood? Is it smarter than it looks? Is it meaner than it looks?

What do people usually think about this animal?

What is this animal really like?

### Our Ideas

\*Sample Answer

~~polar bears, tigers, hippos, elephants~~

~~hippos: dangerous, not slow, not playful, cute, good-swimmers, huge, run fast~~

- can run up to thirty miles per hour

- as fast as Olympic runners

- can stay underwater for a long time

- fight with each other a lot

Now cross out the ideas you and your classmates will not use.

Put your ideas into a cluster. Draw more circles as you need them. Then, write your paragraph together.



### Hippos Are Misunderstood

Despite their slow, playful appearance, hippos are actually very dangerous. Hippos are huge animals. They look like they wouldn't be able to run at all. However, they are actually really fast. They can run up to thirty miles per hour! That is as fast as Olympic runners. Hippos also have bad tempers. They often fight with each other over territory and food. Because of all this, hippos are very dangerous animals. Every year in Africa, more people are killed by hippos than by any other animal. Hippos are often misunderstood. They are not cute, slow, or playful. Hippos are dangerous, and people should be careful around them.



**7 Brainstorm about why your city is the best. Write all of your ideas in the box.**

*\*Sample Answer*

**My Ideas**

- Great Wall of China, walk along it, many people died making it
- Forbidden Palace, Emperor used to live there, beautiful
- big city, people everywhere
- great food, all types of Chinese food and Western food
- Peking duck, Schezuan chicken, pizza, spaghetti, hamburgers
- many tourists come here
- 2008 Olympics

- Why is your city the best?
- What do people like to do there?
- What is the best thing in your city?
- What is unique about your city?
- Is there anything famous in your city?
- What are you most proud of in your city?
- Why do tourists come to your city?
- Why do you like living there?



**Now cross out the ideas you will not use.**



**Put your ideas into a cluster. Draw more circles as you need them.**



- ★ **Make an outline. Organize the ideas from your cluster and add more details.**

**Outline Example**

**Topic Sentence:** Even though there are many wonderful cities, Beijing is the best.

- A. many famous things to see
  - 1. the enormous Great Wall of China
  - 2. the Forbidden Palace
    - a. beautiful
    - b. The Emperor of China used to live there.
- B. also has great food
  - 1. from all over China
    - a. Peking duck
    - b. hot and sour soup
    - c. Schezuan chicken
  - 2. Western food
    - a. pizza
    - b. spaghetti
    - c. hamburgers
- C. The 2008 Olympics will be here.
- D. Beijing has many great things to see and do.

**Concluding Sentence:** Beijing is the best city in the world.

**Topic Sentence:**

A.

1.

2.

B.

1.

a.

b.

c.

2.

**Concluding Sentence:**

**Remember:** Everything goes in groups. You can't have an **A** without a **B**, a **1** without a **2**, or an **a** without a **b**.

- ★ **Now write a paragraph.**

Beijing is the Best!

Even though there are many wonderful cities, Beijing is the best. Beijing has many famous things to see. Near Beijing, you can see the enormous Great Wall of China. You can also go to the beautiful Forbidden Palace. That is where the Emperor of China used to live. Beijing also has great food. Because it is the capital, Beijing has food from all over China. Some of the best dishes are Peking duck, hot and sour soup, and Schezuan chicken. Beijing also has great Western food like pizza, spaghetti, and hamburgers. Finally, it is a great city because the 2008 Olympics will be here. Beijing has many great things to see and do. Beijing is the best city in the world.





Use the outline to complete the paragraph.

**Topic Sentence:** I have a special vase that I keep on my desk.

- A. It is special because my uncle made it.
- B. He let me watch him make it at his pottery studio.
  - 1. He prepared the clay and placed it on a potter's wheel.
    - a. The wheel spun the clay.
    - b. My uncle used his hands to shape the clay as it was spinning.
    - c. He removed the clay from the wheel.
  - 2. He let the clay vase dry for a while.
  - 3. The vase went into a kiln.
  - 4. My uncle painted it.
  - 5. He put it back in the kiln.
  - 6. It was finished.
- C. Making pottery is very interesting.

**Concluding Sentence:** I love my vase because it is unique.



### My Special Vase

I have a special vase that I keep on my desk. It is special because my uncle made it. He let me watch him make it at his pottery studio. First, he prepared the clay and placed it on something called a potter's wheel. The wheel spun the clay. My uncle used his hands to shape the clay as it was spinning. After he had the shape that he wanted, he removed the clay from the wheel. Then, he let the clay vase dry for a while. After that, the vase went into a special oven called a kiln. When the vase came out of the kiln, my uncle painted it. Then, he put it back in the kiln. When my vase came out of the kiln the second time, it was finished. Making pottery is very interesting. I love my vase because it is unique.

2

Change the sentences in parentheses according to the directions. There are many possibilities.

## Interesting Places in South America

Many people dream about visiting the Galapagos Islands.



(**One sentence:** Many people dream. They dream about visiting the Galapagos Islands.) These islands are part of Ecuador, a country in South America. If you want to visit the Galapagos, you'll need to take a long boat ride! The islands are located 600 miles west of Ecuador. When you get to the Galapagos, you'll have the chance to see amazing wildlife!

(**Introductory clause:** You'll have the chance to see amazing wildlife when you get to the Galapagos!) There are many different kinds of animals there. You will enjoy seeing tortoises, lizards, seals, dolphins, and many types of birds. For people who love nature, this is a trip to remember!

Easter Island is another interesting place to visit. If you want to visit Easter Island, you'll have to take a long plane ride! It is more than 2,000 miles away from the nearest city in South America.

(**Two sentences:** You will have to take a plane to get there because it is more than 2,000 miles away from the nearest city in South America!) Fewer than 4,000 people live on Easter Island, and there are very few plants and animals. However, this place is fascinating! People come to this island to see huge stone statues.

(**One sentence:** People come to this island to see stone statues. The statues are huge.) The statues were made hundreds of years ago. No one knows why the statues were built or how they were moved around the island. Easter Island is a place of mystery!

3

Answer the questions with your own information.

\*Sample Answers

- A. Would you rather visit Easter Island or the Galapagos? Why?  
I would rather visit the Galapagos. I would like to see the animals.
- B. Are there any islands near your country? What are they?  
Yes, there are many islands near my country. Two of them are Corfu and Crete.
- C. What is an interesting place in your country? Why is it interesting?  
Athens is an interesting place in my country. There are many interesting things to see in Athens, such as the Acropolis and the Parthenon.



Look at the picture and read the beginning of the story.

## Michael Wants a Dog

Michael would like to have a pet dog. He has never owned a dog, but his best friend has one. It is energetic and playful. Michael loves playing with his best friend's dog. He hopes his parents will let him have one, too. Tonight he is going to try to convince them...



**Brainstorm about ways to finish the story. Write all of your ideas in the box.** \*Sample Answer

tell his parents that he will take care of it  
 - he will feed it, take it for walks, play with it, make sure it has water  
 promise them that he will study harder and get better grades if he gets a dog  
 tell them that the dog can protect their house  
 - dog would bark when someone was at the door or in their yard  
 take them to his best friend's house and show them how fun a dog can be  
 convince them to go to a pet shop

- What will Michael say or do to try to convince his parents?
- What can he do to help to take care of the dog?
- What happens? Does Michael get a dog?



Now cross out the ideas you will not use.



Add your ideas to the cluster. Draw more circles as you need them.



★ **Complete the outline. Organize the ideas from your cluster and add more details.**

**Topic Sentence:** Michael would like to have a pet dog.

A. has never owned a dog

B. best friend has one

1. It is energetic and playful.

2. Michael loves playing with it.

C. is going to try to convince his parents to let him have a dog tonight

1. will tell them that he will take care of the dog

a. will feed it

b. will take it for walks

2. will tell them that the dog will protect their home

a. will bark when someone is at the door

b. will bark when someone is in their yard

3. will also try to convince his parents to go to a pet shop

a. His parents might see a cute puppy.

b. His parents will want a puppy, too.

**Concluding Sentence:** Michael hopes that he will convince his parents to get a puppy tonight.

★ **Now write the complete story.**

### Michael Wants a Dog

Michael would like to have a pet dog. He has never owned a dog, but his best friend has one. It is energetic and playful. Michael loves playing with his best friend's dog. He hopes his parents will let him have one, too. Tonight he is going to try to convince them. First, he will tell them that he will take care of the dog. He will feed it and take it for walks. Then, he will tell them that the dog will protect their home. It will bark when someone is at the door or in their yard. Michael will also try to convince his parents to go to a pet shop. He thinks that if his parents see a cute puppy, they will want one, too. Michael hopes that he will convince his parents to get a puppy tonight.



# Kayaking



One of my favorite activities is kayaking. It's relaxing and exciting. I will always remember going kayaking with my mother on a sunny day last summer. We were on vacation, and we saw some kayaks on the beach. The boats were beautiful colors: red, green, blue, and yellow. My mom asked me if I wanted to try the sport. I said, "Sure!" The man at the kayak shop helped us to get ready. We climbed carefully into our kayaks, and he showed us how to use the paddle. I was surprised; it was easy! We spent several hours traveling across the calm, blue water. In my kayak, I felt happy and free!

## 1 Choose the best answers.

- A.** Which other topic sentence could begin the paragraph?
- a. My mother is very energetic.
  - b. Kayaking requires a lot of practice.
  - c.** Kayaking is a wonderful sport.
- B.** Which other concluding sentence could end the paragraph?
- a. Next year, I want to try surfing!
  - b. The man at the kayak shop had a green kayak.
  - c.** A person can feel very relaxed in a kayak.

## 2 Answer the questions in complete sentences.

- A.** Why was the boy at the beach last summer?  
He (was at the beach because he) was on vacation.
- B.** Who taught the boy and his mom how to use the paddles?  
The man at the kayak shop taught them how to use the paddles.
- C.** Why was the boy surprised about his kayaking experience?  
(He was surprised because) Kayaking was easy to learn.



### Writing Skill Focus

Clear punctuation helps the reader follow the writer's ideas.

A comma (,) is used at a break in a sentence.

Tom bought a gift, and John wrapped it. After breakfast, they went shopping.  
An exclamation mark (!) is used at the end of a strong sentence.

Be careful! That cup is hot! We won!

A semicolon (;) is used between two independent clauses.

Tom bought a gift; John wrapped it. I picked up the kitten; it scratched me.  
A colon (:) is used before a list or explanation.

Emily has three pets: a dog, a hamster, and a goldfish.

Quotation marks (" ") are used to show spoken or written words.

She wrote, "I love you!" at the end of the letter.

3

### Rewrite the sentences with the correct punctuation.

- A. Finally we returned home from the long trip.  
Finally, we returned home from the long trip.
- B. He baked a cake for his mother's birthday it was chocolate.  
He baked a cake for his mother's birthday; it was chocolate.
- C. Mary said, I would like a cheeseburger and a small Coke.  
Mary said, "I would like a cheeseburger and a small Coke."
- D. Sam saw four bugs yesterday an ant, a fly, a ladybug, and a mosquito.  
Sam saw four bugs yesterday: an ant, a fly, a ladybug, and a mosquito.

4

### Combine the sentences into one sentence. Use the hints.

- A. I wear shorts in the summer. I wear T-shirts in the summer. I wear sandals in the summer. HINT: Use commas and and.  
I wear shorts, T-shirts, and sandals in the summer.
- B. Nancy plays three sports. She plays soccer. She plays tennis. She plays volleyball. HINT: Use a colon and commas.  
Nancy plays three sports: soccer, tennis, and volleyball.
- C. They want to go for a walk in the park. It is raining. HINT: Use a comma and but.  
They want to go for a walk in the park, but it is raining.
- D. We saw a movie yesterday afternoon. We really enjoyed it. HINT: Use a semicolon.  
We saw a movie yesterday afternoon; we really enjoyed it.

5

Use the cluster to complete the outline.



**Topic Sentence:** One of my favorite people is my grandmother.

A. has a beautiful smile

B. has a friendly face

C. I usually visit her on the weekends.

1. gives me a big hug and a kiss

2. says, "You must be hungry!"

D. is Italian

1. Food is very important to her.

2. makes the best Italian food in the world

a. spaghetti

b. lasagna

E. afternoon plans

1. often play cards together

2. sometimes walk in the park

**Concluding Sentence:** There is always a lot to do when I am with my grandmother.



Now complete the paragraph.

## My Grandmother

One of my favorite people is my grandmother.

She has a beautiful smile and a friendly face. I usually visit her on the weekends.

When I arrive at her house, she always gives me a big hug and a kiss. Then she says, "You must be hungry!" She is Italian, and food is very important to her. She makes the best Italian food in the world!

So, I love when she takes me into her kitchen for spaghetti or lasagna. While we eat, I tell her about my friends and schoolwork; she tells me about her garden. Then, we make plans for the afternoon. If it's rainy, we often play cards together. If it's sunny, we sometimes walk in the park. There is always a lot to do when I am with my grandmother.





**Brainstorm with a classmate. Write all of your ideas in the box.**

**What is an activity you enjoy?**

Think of different activities you enjoy. What is a fun activity that you both enjoy?

What kind of activity is it? A game? A sport? A hobby?

Describe the activity. How do you do it? Where do you do it?

What else is fun or interesting about this activity?

### Our Ideas

*\*Sample Answer*

Painting: hobby, creative, relaxing, fun, together or alone, inside or outside

Monopoly: game, 2 or more people, fake money, exciting, at home

Soccer: sport, easy, run, kick a ball, tiring, we play after school, doesn't matter who wins

- need a ball, shoes, and a field

- for boys or girls



**Now cross out the ideas you and your classmates will not use.**



**Put your ideas into a cluster. Draw more circles as you need them. Then, write your paragraph together.**



### Playing Soccer

Our favorite activity is soccer. It's a lot of fun and good exercise. Most people know how to play soccer. If not, it's easy to learn. Players kick a ball and try to score goals. It's a great game to play with friends. It's popular with boys and girls. You only need a few things to play soccer: a ball, some shoes, and a field. We often play soccer after school. We run a lot, so we often feel tired. Sometimes, we play for hours! We don't think it matters who wins. However, when our team scores a goal, we feel happy. Maybe some of us will play in the World Cup one day!



**Brainstorm about a special person that you know. Write all of your ideas in the box.**

*\*Sample Answer*

### My Ideas

Mom: tall, long hair, funny, children's nurse, teaches me  
first aid, exciting, see every day  
Grandma: old, gray hair, 80 years old, fun, works on a  
farm, round up cows, happy, see once a year  
cousin: Tina, short, smiles, magic tricks, teaches me  
magic, patient, kind, sings, karaoke, see during summer  
vacation, always have fun together

- Who is a special person that you know?
- How do you know this person?
- What does he/she look like?
- What is his/her personality?
- What does he/she do that is special or interesting to you?
- When you are together, what do you do?
- How does this person make you feel?
- How often do you see one another?



**Now cross out the ideas you will not use.**



**Put your ideas into a cluster. Draw more circles as you need them.**



- 
- ★ **Make an outline. Organize the ideas from your cluster and add more details.**

**Outline Example**

**Topic Sentence:** My cousin, Tina, is a special person.

- A. twelve years old
- B. short
- C. always smiling
- D. Sometimes, I visit her.
  - 1. during summer vacation
  - 2. always have fun together
- E. likes to do magic tricks
  - 1. always has new tricks
  - 2. teaches me
    - a. is a kind and patient teacher
    - b. has to show me each trick many times
- F. also likes to sing
  - 1. Her family has a karaoke machine.
  - 2. We sometimes sing together and perform for our parents.
  - 3. We feel like famous singers.

**Concluding Sentence:** It's always entertaining to spend time with my cousin.

**Topic Sentence:**

A.

1.

2.

B.

1.

a.

b.

c.

2.

**Concluding Sentence:**

**Remember:** Everything goes in groups. You can't have an **A** without a **B**, a **1** without a **2**, or an **a** without a **b**.

- ★ **Now write a paragraph.**

My Entertaining Cousin

My cousin, Tina, is a special person. She is twelve years old. She is quite short and is always smiling. Sometimes, I visit her during summer vacation, and we always have fun together. Tina likes to do magic tricks. When I see her, she always says, "I have a new trick to show you!" She is very good! She even teaches me how to do some magic! She is a kind and patient teacher; she has to show me each trick many times. Tina also likes to sing. Her family has a karaoke machine. We sometimes sing together and perform for our parents. We feel like famous singers. It's always entertaining to spend time with my cousin.



# The Okapi



The okapi is a unique-looking animal that lives in Africa. It has black and white stripes on its legs that look like the stripes on a zebra. However, the okapi is not in the zebra family. It is in the giraffe family. Both the okapi and the giraffe have similar tongues. Their tongues are bluish-black and very long. They use their tongues to lick leaves off of trees, clean their ears, and wash their eyelids. The okapi and the giraffe also have similar body shapes. In contrast, the okapi is much smaller than the giraffe, and it does not have a long neck like a giraffe. Although the okapi and the giraffe are very different, these two animals also have a lot in common.

## 1 Choose the best answers.

- A.** Which other topic sentence could begin the paragraph?
- The okapi is in the zebra family.
  - The okapi and the giraffe are extremely different.
  - ☒ The okapi is an interesting African animal.
- B.** Which other concluding sentence could end the paragraph?
- ☒ The okapi and the giraffe are in the same family of animals and have many similarities and differences.
  - Unlike the giraffe and the zebra, the okapi is an extremely unusual animal.
  - The okapi, the giraffe, and the zebra all have similar tongues.

## 2 Answer the questions in complete sentences.

- A.** Why might some people think that the okapi is in the zebra family?  
It has black and white stripes on its legs that look like the stripes on a zebra.
- B.** What do the giraffe and the okapi use their long tongues for?  
They use them to lick leaves off of trees, clean their ears, and wash their eyelids.
- C.** How is the okapi different from the giraffe?  
It is smaller, and it doesn't have a long neck like a giraffe.

### Writing Skill Focus

Transition words and expressions help readers follow the writer's ideas. Certain transitions are useful for comparing similarities or differences.

Unlike my sister, I enjoy hiking.

On one hand, ice cream is tasty on a hot day. On the other hand, chocolate is always tasty.

however	on one hand	on the other hand	although	unlike	likewise
similarly	in contrast	in comparison	also	yet	instead

### 3 Circle the correct transition.

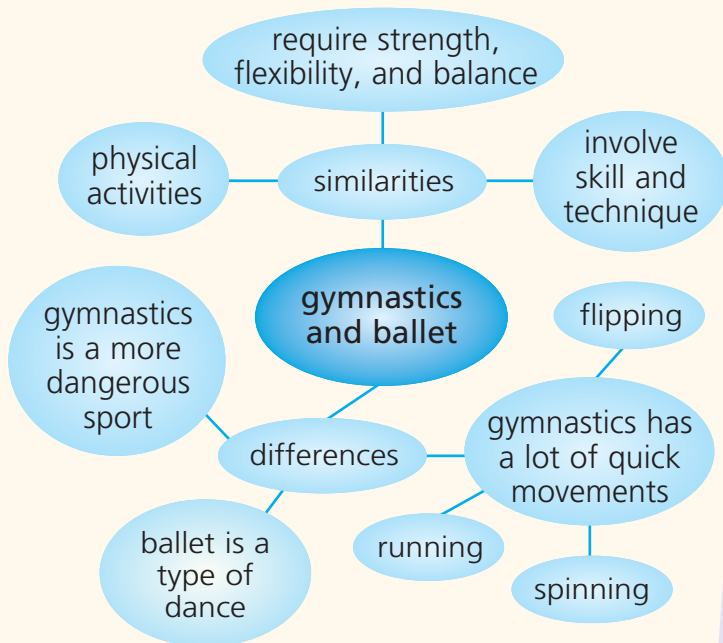
- A. In-line skates have wheels, yet / similarly) ice skates do not.
- B. Frogs have wet, slimy skin, (also / unlike) toads, which have dry, bumpy skin.
- C. (Although / Instead) my sister is much older than I am, we get along well.
- D. On one hand, my mom lets me sleep in. (On the other hand / However), my dad lets me go to bed late.
- E. Some animals, like wolves and cheetahs, eat meat. (Likewise / In comparison), other animals, like cows and horses, do not.

### 4 Write comparisons for each set of words. There are many possibilities.

- A. potato chips - baked potatoes - unlike  
Unlike baked potatoes, potato chips are unhealthy.
- B. monkeys - apes - in comparison  
Monkeys have tails. In comparison, apes do not.
- C. spaceships - rockets - also  
Spaceships travel into space. Many rockets also travel into space.
- D. airplanes - trains - on the other hand  
On one hand, planes are faster than trains. On the other hand, trains are more comfortable than planes.
- E. chocolate milk - regular milk - instead  
Kevin doesn't drink regular milk. Instead, he drinks chocolate milk.
- F. skiing - snowboarding - likewise  
Skiing is a winter sport. Likewise, snowboarding is a winter sport.

5

Use the cluster to complete the outline.



**Topic Sentence:** Gymnastics and ballet have many similarities and differences.

A. similarities

1. physical activities
2. require strength, flexibility, and balance
3. involve a lot of skill and technique

B. differences

1. Gymnastics is a much more dangerous sport.
2. Gymnastics has a lot of quick movements.

a. running

b. flipping

c. spinning

3. Ballet is known as a type of dance.

**Concluding Sentence:** Regardless of their similarities and differences, both gymnastics and ballet are great ways to exercise.



Now complete the paragraph.

## Gymnastics and Ballet



Gymnastics and ballet have many similarities and differences.

Similarly, both gymnastics and ballet are physical activities. They require strength, flexibility, and balance.

Gymnastics and ballet also involve a lot of skill and technique. In contrast, gymnastics is a much more dangerous sport. In gymnastics, there are a lot of quick movements such as running, flipping, and spinning. Although there are also quick movements in ballet, the movements are not as dangerous. Ballet is known as a type of dance.

Gymnastics involves some dancing, but not very much. Regardless of their similarities and differences, both gymnastics and ballet are great ways to exercise.

6

**Brainstorm with a classmate. Write all of your ideas in the box.**

**What are two animals that can be compared?**

Think of animals that can be compared. Choose two that you both want to compare.

How are they similar? Think of examples.

How are they different? Think of examples.

Can you think of any other similarities or differences? Do they live in similar places? Do they look different? Do they sound different?

### Our Ideas

\*Sample Answer

~~cats and dogs~~

~~compare: both are common pets, have four legs, have fur, eat meat, both like to chase things~~

crocodiles and alligators

compare: both live in water, eat the same foods, hunt other animals for food, have similar body shape (short legs, strong tail)

contrast: different skin colors, different snouts, crocodiles have teeth that you can see when their mouths are closed, alligators don't, ~~crocodiles are usually bigger than alligators~~

★ **Now cross out the ideas you and your classmates will not use.**

★ **Put your ideas into a cluster. Draw more circles as you need them. Then, write your paragraph together.**



### Crocodiles and Alligators

Crocodiles and alligators are alike in some ways and different in others. They both have similar body shapes. Also, they both hunt for their food, and eat the same things. They both live in water and are good swimmers. However, these animals are different, too. Crocodiles have lighter skin compared to alligators, which have darker skin. Although both animals have large, sharp teeth, it is not easy to see an alligator's teeth when its mouth is closed. However, it is easy to spot a crocodile's teeth when its mouth is closed. Crocodiles have V-shaped snouts, whereas alligators have U-shaped snouts. Although they are very different, these animals are also very similar.



**7 Brainstorm about two sports that can be compared. Write all of your ideas in the box.**

*\*Sample Answer*

### My Ideas

Tennis and Badminton

compare: both on court, use rackets, 2 or 4 players, net

contrast: badminton uses shuttlecock / tennis uses ball

Baseball and Soccer

compare: play on a field, wear a uniform, many players on a team, great way to get exercise and meet friends

contrast: in soccer the ball is big / in baseball it is small, in soccer you can only kick the ball with your feet / in baseball you don't use your feet, just your hands, in baseball you have a bat and a glove / in soccer there is just the ball.

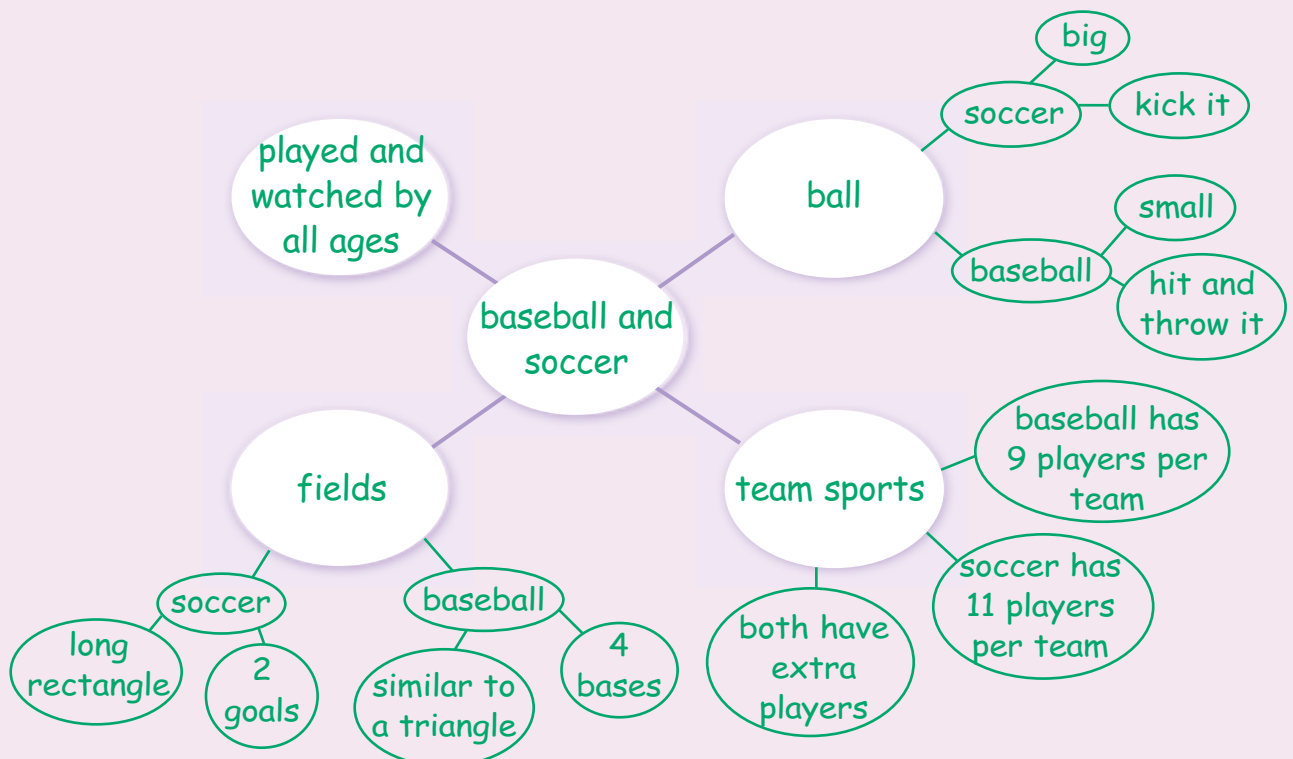
- What are the two sports?
- How are these sports similar?
- How are they different?
- How do you play these sports?
- Where do you play these sports?
- Do you wear a uniform?
- What equipment do you need?
- When was the last time you played either of these sports?



**Now cross out the ideas you will not use.**



**Put your ideas into a cluster. Draw more circles as you need them.**





- 
- ★ **Make an outline. Organize the ideas from your cluster and add more details.**

**Topic Sentence:** Baseball and soccer have many similarities and differences.

- A. played and watched by people of all ages
- B. played on a field
  - 1. soccer field
    - a. a long rectangle
    - b. goals on either end
  - 2. baseball field
    - a. similar to a triangle
    - b. four bases
- C. team sports
  - 1. Baseball has nine players per team.
  - 2. Soccer has eleven players per team.
  - 3. Both have extra players that can substitute in.
- D. ball
  - 1. baseball
    - a. small
    - b. hit and throw it
  - 2. soccer
    - a. big
    - b. kick it

**Concluding Sentence:** Both sports are exciting to play or watch.

**Outline Example**

**Topic Sentence:**

- A.
  - 1.
  - 2.
- B.
  - 1.
    - a.
    - b.
    - c.
  - 2.

**Concluding Sentence:**

**Remember:** Everything goes in groups. You can't have an **A** without a **B**, a **1** without a **2**, or an **a** without a **b**.

- ★ **Now write a paragraph.**

Baseball and Soccer

Baseball and soccer have many similarities and differences. Both sports are played and watched by people of all ages. In addition, both sports are played on a field. However, the fields are very different. A soccer field is a long rectangle with goals on either end. A baseball field is similar to a triangle with four bases. Baseball and soccer are team sports. Baseball has nine players per team, while soccer has eleven. They both have extra players that can substitute for other players. Both sports use a ball. A baseball is small and a soccer ball is big. Baseball players throw and hit baseballs, yet soccer players kick soccer balls. Both sports are exciting to play or watch.

# The Fire-eater



I went to a big parade in the city last week. There were many performers there. However, the most exciting performer was the fire-eater. He walked along the road and did tricks. He juggled sticks that were on fire. He also put one of the sticks in his mouth. He ate the fire! I was worried that he would burn himself, but he didn't. The best trick was when he spit fire. He looked like a dragon. It was amazing! There were people near him holding buckets. When I asked what the buckets were for, they said that the parade was for charity. They were collecting money in the buckets. I gave them all of my money because I thought that the parade was great.

## 1 Choose the best answers.

- A.** Which other topic sentence could begin the paragraph?
- a. I saw a fire-eater once.
  - (b.)** Last week, I saw an incredible parade.
  - c. I gave money to charity last week.
- B.** Which other concluding sentence could end the paragraph?
- (a.)** The parade was fantastic, so I put all of my money into one of the buckets.
  - b. The fire-eater was very talented, and I enjoyed his tricks.
  - c. I put my money into one of the buckets, and the fire-eater said thank you.

## 2 Answer the questions in complete sentences.

- A.** Where and when was the parade?  
It was in the city last week.
- B.** Why did the fire-eater look like a dragon?  
He (looked like a dragon because he) spit fire.
- C.** Why were people collecting money at the parade?  
(They were collecting money because) The parade was for charity.

### Writing Skill Focus

When writing stories, writers should answer the questions: Who? What? Where? When? Why? How?

#### Roxy and Ian

For most of Ian's life, he was afraid of dogs. Then one day last spring, he met Roxy. She was lying in a field near Ian's house. She was in pain. Ian felt sorry for her, so he stayed with her. After a while, Ian fell asleep. When he woke up, there were four tiny noses smelling him. They were Roxy's puppies! Roxy and Ian were very happy, and Ian was no longer afraid of dogs.

Who is the story about?

It is about Ian.

When did it take place?

It took place one day last spring.

Where did it take place?

It took place in a field near Ian's house.

What is it about?

Ian got over his fear of dogs.

Why did he get over his fear?

He met Roxy.

How did he get over his fear?

He stayed with Roxy and met her puppies.

3

Put a check mark next to the questions that are answered by the paragraph.

#### Dinner for Friends

Lindsey and James decided to cook a big dinner for their friends. They invited everyone to their house. James cooked curry and rice. Lindsey made a salad and dessert. Lindsey and James were very happy at the end of the night.

☒ Who is the story about?

☒ What is the story about?

☐ Why were Lindsey and James happy?

☐ How did their friends like the food?

4

Answer the questions about the paragraph. Write in complete sentences.

#### Oops!

Carrie loves basketball. She plays on her school team every year. This year, Carrie's team played in the championship game. They were one point behind, with three seconds left in the game. Suddenly, Carrie got the ball. She ran to the end of the court and shot the ball. She missed! Her team lost by one point, and she was very upset.

A. Who is the story about?

The story is about Carrie.

B. What is the story about?

The story is about missing an important shot/playing in a championship basketball game.

C. Why was Carrie upset?

She (was upset because she) missed an important shot/her team lost by one point.

5

Use the cluster to complete the outline.



**Topic Sentence:** Marco and his dad love to watch motorcycle racing.

A. go to a big motorcycle race every year  
1. There are many famous motorcycle riders there.

2. The bikes go around the racetrack very fast.

a. exciting

b. loud

3. Last year, there was a crash.

a. in front of where Marco and his dad were sitting

b. The bikes were smashed.

c. Thankfully everyone was okay.

B. Marco wants to be a famous motorcycle rider one day.

1. His dad says that it's too dangerous.

2. His dad wants him to be a doctor.

**Concluding Sentence:** Regardless of what Marco becomes, he will always love to watch motorcycle racing.



Now complete the paragraph.

## Motorcycle Racing

Marco and his dad love to watch motorcycle racing.

They go to a big motorcycle race every year. They

love to go because there are many famous motorcycle riders there, and the bikes go around the racetrack very fast. Marco cheers when the bikes race past him. They are exciting and loud. Last year, there was a crash just in front of where Marco and his dad were sitting.

The bikes were smashed. They were worried that the riders were hurt, but thankfully everyone was okay.

Marco wants to be a famous motorcycle rider one day.

However, his dad says that it's too dangerous. His dad wants him to be a doctor. Regardless of what Marco becomes, he will always love to watch motorcycle racing.



6

Brainstorm with a classmate. Write all of your ideas in the box.

What was a fun event at your school?

Think about some events you have had at school. What were they? A talent show? A sports day? Choose one that you both enjoyed.

Describe the event. Who participated? What did they do?

When was it? Where was it? Why was it at your school?

Talk about it more. What additional information can you remember?

### Our Ideas

\*Sample Answer

~~sports day: athletics, races, games, teams, awards, prizes, outside~~

~~student awards: best students, awards, prizes, certificates, pictures in the newspaper~~

talent show: students and teachers, dancing, singing, music, awards, Sam did magic tricks, teachers sang a Westlife song, funny

Now cross out the ideas you and your classmates will not use.

Put your ideas into a cluster. Draw more circles as you need them. Then, write your paragraph together.



### The Talent Show

Last year, our school had a talent show. It was fun and exciting. Many students and teachers performed in it. Some people sang, some danced, and some even played music. Most of them were very good. However, one group of teachers was terrible. They got dressed up as Westlife, a popular Irish band, and sang. They even tried to dance while they sang. Thankfully, they were joking, and everyone laughed. Some people laughed so hard that their cheeks hurt. At the end of the show, there were some awards. The award for the funniest performance went to Westlife. All of the students and teachers at our school really enjoyed the talent show.





**Brainstorm about a performance you have seen. Write all of your ideas in the box.**

*\*Sample Answer*

**My Ideas**

~~music concert: Franz Ferdinand, band, exciting, loud,~~  
~~big stage~~

~~circus: acrobatics, clowns, lights, tent~~

African dance show: last month, dancing, singing, music,  
traditional, loud

- taught me about African culture

- What was the performance? A play? A concert?
- When did you see it?
- Where did you see it?
- Why did you go?
- Was it fun?
- What was it about?
- Who was in it?
- How did you feel when you watched it?



**Now cross out the ideas you will not use.**



**Put your ideas into a cluster. Draw more circles as you need them.**



- 
- ★ **Make an outline. Organize the ideas from your cluster and add more details.**

**Topic Sentence:** I went to see a performance at a theater last month.

- A. was for my birthday
- B. was great
- C. There were many African dancers and musicians.
  - 1. did different types of dances from Africa
  - 2. also played beautiful African music
  - 3. sang powerful African songs
  - 4. The dances, songs, and costumes taught us about African culture.
  - 5. My favorite was the traditional music and dancing.
    - a. danced to very loud drums
    - b. costumes were bright blue and pink

**Concluding Sentence:** The performance made me feel like I was in Africa, even though I was actually still in Canada.

**Outline Example**

**Topic Sentence:**

- A.
  - 1.
  - 2.
- B.
  - 1.
    - a.
    - b.
    - c.
  - 2.

**Concluding Sentence:**

**Remember:** Everything goes in groups. You can't have an **A** without a **B**, a **1** without a **2**, or an **a** without a **b**.

- ★ **Now write a paragraph.**

An Incredible Performance

I went to see a performance at a theater last month. It was for my birthday, and it was great. There were many African dancers and musicians. They did different types of dances from Africa. They also played beautiful African music and sang powerful African songs. The dancers changed their costumes after each song. The dances, songs, and costumes taught us about African culture. My favorite was the traditional music and dancing. The dancers looked just like the ones I have seen in *National Geographic*. They danced to very loud drums. Their costumes were bright blue and pink. The performance made me feel like I was in Africa, even though I was actually still in Canada.



Every day, I listen to music for many reasons. Music has several positive effects, especially on my mood. Whenever I feel sad or lonely, I play my favorite songs. They always cheer me up. Before long, I start dancing and singing along with the songs. Music also helps me study. I listen to classical music when I need to focus and get my work done. I play it quietly. It helps me think, and I finish my work quickly. Listening to music is also a great way to help me fall asleep. It makes me feel relaxed, calm, and ready for sleep. I don't know what I would do without my music!

### 1 Choose the best answers.

- A.** Which other topic sentence could begin the paragraph?
- a. Music helps me sleep and get my work done.
  - b. I play my favorite songs when I'm sad or lonely.
  - c.** There are many reasons why I listen to music daily.
- B.** Which other concluding sentence could end the paragraph?
- a. I like listening to music quietly.
  - b.** Music is very important to me.
  - c. Studying is a lot easier when I listen to music.

### 2 Answer the questions in complete sentences.

- A.** Why does the boy play his favorite songs when he feels sad or lonely?  
(He plays them because) His favorite songs always cheer him up.
- B.** How does music help him study?  
It helps him think and finish his work quickly.
- C.** How does music help him fall asleep?  
It makes him feel relaxed and calm.



### Writing Skill Focus

Items within a sentence should be parallel. They should follow the same grammatical structure.

**INCORRECT:** Tiffany enjoys tennis, basketball, and playing golf.

**CORRECT:** Tiffany enjoys tennis, basketball, and golf.

**CORRECT:** Tiffany enjoys playing tennis, playing basketball, and playing golf.

**INCORRECT:** My dad told me that I should study more and to watch less TV.

**CORRECT:** My dad told me that I should study more and that I should watch less TV.

**CORRECT:** My dad told me to study more and to watch less TV.

3

**Rewrite the sentences so that they have parallel structure. There are many possibilities.**

- A.** She sang beautifully, and with a clear voice.  
She sang beautifully and clearly./She sang with a beautiful and clear voice.
- B.** Switzerland borders France, Germany, Austria, and it is also a neighbor of Italy.  
Switzerland borders France, Germany, Austria, and Italy.
- C.** Exercise makes people stronger and healthy.  
Exercise makes people stronger and healthier/strong and healthy.
- D.** In Egypt, you can see pyramids, you can ride a camel, and learn Arabic.  
In Egypt, you can see pyramids, ride a camel, and learn Arabic.
- E.** My grandparents said that they missed me and that they love me.  
My grandparents said that they miss me and that they love me.

4

**Answer the questions with your own information. Give three-part answers and use parallel structure.**

- A.** What do you see when you look around the room now?  
I can see a computer, a TV, and a telephone.
- B.** What are your goals?  
My goals are to get good grades in school, to go to university in Australia, and to
- C.** Why do you go to school?  
I go to school because I want to learn, because I want to go to university, and  
become a television reporter.
- D.** What are you wearing now?  
I am wearing a green skirt, a white T-shirt, and a green bracelet.  
because my parents make me.
- E.** What would you like to learn more about?  
I would like to learn more about history, nature, and space.

5

Use the cluster to complete the outline.



**Topic Sentence:** I have many bad habits that are caused by stress and laziness.

A. eat too much junk food and drink too much soda

1. caused by stress

2. when studying for a big test

3. isn't good for my body

4. makes me feel sick

B. don't sit up straight

1. caused by laziness

2. when watching TV

3. gives me a backache

C. wait until the last minute to finish things

1. caused by laziness

2. end up rushing to get things done

3. don't finish things on time

**Concluding Sentence:** I think my life will improve if I fix my bad habits.



Now complete the paragraph.

## My Bad Habits



I have many bad habits that are caused by stress and laziness. Whenever I'm stressed, I eat too much junk food and drink too much soda. This often happens when I am studying for a big test. It isn't good for my body, and it makes me feel sick. Sometimes, I also feel very lazy. When I'm watching TV, I don't sit up straight.

It gives me a backache.

My worst habit is waiting until the last minute to finish things. It is also caused by laziness.

This bad habit causes me to end up rushing to get things done. I also don't finish things on time.

I think my life will improve if I fix my bad habits.



6

Brainstorm with a classmate. Write all of your ideas in the box.

## What are the causes and effects of cheating?

Think of reasons for cheating. Why do people cheat? Think of examples.

What are the effects of cheating?

How do people cheat?

Who cheats? Think of people, other than students, that cheat.

Talk about it more. What are some additional causes and effects of cheating?

### Our Ideas

\*Sample Answer

#### Causes:

People are lazy and/or stressed.

~~People don't want to lose at something.~~

People cheat in sports, in school, in games.

- cheat to get better grades

#### Effects:

- feel bad about yourself - feel guilty

~~- Mom and Dad get angry or are disappointed~~

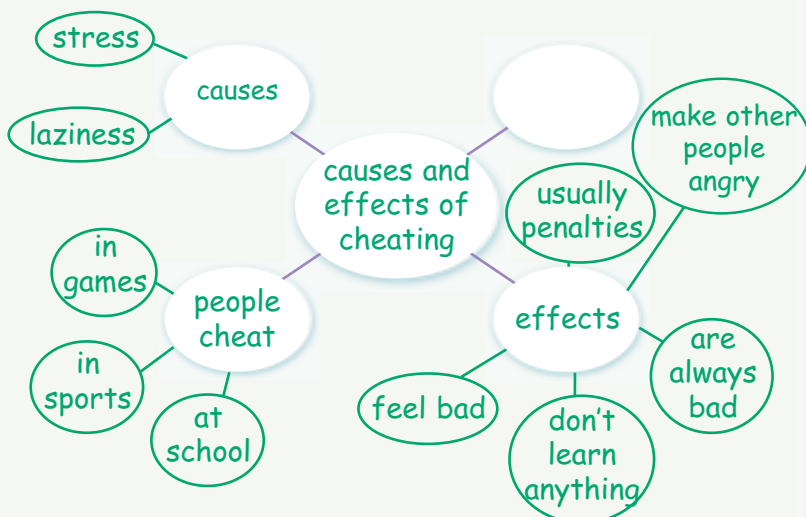
- don't learn anything, get in trouble

~~- disappoint teachers, friends, family~~

- always bad, never good

Now cross out the ideas you and your classmates will not use.

Put your ideas in a cluster. Draw more circles as you need them. Then, write your paragraph together.



### Cheating

There are many reasons why some people cheat. Whatever the reason, there are usually penalties. For instance, people cheat when they are stressed. If people think that they will not do well on a test, they may cheat to get better grades. On the other hand, people who are too lazy to study may cheat so that they get good grades. The people who cheat are not learning anything. People don't just cheat at school. They also cheat in sports and in games. The effects of cheating are always bad, no matter what kind of cheating it is. Cheating causes people to get in trouble, to feel bad, and to make other people angry. There are no positive effects of cheating, only negative effects.



**7 Brainstorm about the positive effects of exercise. Write all of your ideas in the box.**

*\*Sample Answer*

### My Ideas

People usually exercise to stay healthy.

- can help a person lose weight and get fit
- should exercise three to five times a week
- feel great after exercise
- have more energy

Exercising is very fun.

Exercise is very important for your health.

I go jogging, swimming, and I lift weights.

~~Coaches and personal trainers can help.~~

- What are the positive effects of exercise?
- Do you exercise?
- How often do you exercise?
- Do you exercise when you play sports?
- How do you feel after you exercise?
- Do you think exercising is fun?
- Is exercising important for your health?
- What are your favorite types of exercise?



**Now cross out the ideas you will not use.**



**Put your ideas into a cluster. Draw more circles as you need them.**



- 
- ★ **Make an outline. Organize the ideas from your cluster and add more details.**

**Outline Example**

**Topic Sentence:** Exercise has many positive effects.

- A. stay healthy
  - 1. can help people stay strong and fit
  - 2. can help people lose weight
- B. I exercise three to five times a week.
  - 1. do different things such as jogging, swimming, and lifting weights
  - 2. Some days, I play basketball or soccer with my friends.
- C. I think that exercise is fun.
  - 1. makes me feel great
  - 2. have more energy
  - 3. feel better about myself
- D. Often, exercise is a great way to make new friends.
  - 1. team sports
  - 2. exercise club

**Concluding Sentence:** When we exercise, there are positive effects on our bodies and minds.

**Topic Sentence:**

- A.
  - 1.
  - 2.
- B.
  - 1.
    - a.
    - b.
    - c.
  - 2.

**Concluding Sentence:**

**Remember:** Everything goes in groups. You can't have an **A** without a **B**, a **1** without a **2**, or an **a** without a **b**.

- ★ **Now write a paragraph.**

Positive Effects of Exercise

Exercise has many positive effects. One way to stay healthy is to exercise. It can help people stay strong and fit. It can help people lose weight, too. I exercise three to five times a week. I do different things such as jogging, swimming, and lifting weights. Some days, I play basketball or soccer with my friends. I think that exercise is fun, and it makes me feel great. After I exercise, I have more energy. I also feel better about myself for doing something active. Often, exercise is a great way to make new friends. People can play team sports or join an exercise club. When we exercise, there are positive effects on our bodies and minds.



Use the outline to complete the paragraph.

**Topic Sentence:** Keera was in a bad mood after school one day.

- A. She was sad.
  - 1. had done poorly on her math test
  - 2. knew that she could have done better
  - 3. was angry with herself
  - 4. was frowning as she was walking home
- B. Then, a stranger smiled at her.
- C. Keera was surprised.
  - 1. Why did he smile at her?
  - 2. She was even more surprised because she felt a little bit better.
- D. Keera decided to smile at the next person she saw.
  - 1. It made her feel even better.
  - 2. She actually felt happy!
  - 3. She realized that being smiled at, and smiling at other people, felt great!
  - 4. Keera decided that she would make a point to smile at someone every day.
  - 5. Maybe every person that she smiled at would make a point to smile at someone else.

**Concluding Sentence:** Keera thought that if everyone smiled at each other, people would be much happier.



### A Smile from a Stranger

Keera was in a bad mood after school one day. She was sad because she had done poorly on her math test. She knew that she could have done better, and she was angry with herself. She was frowning as she was walking home. Then, a stranger smiled at her. Keera was surprised. Why did he smile at her? She was even more surprised because she felt a little bit better. Keera decided to smile at the next person she saw. She did, and it made her feel even better. She actually felt happy! She realized that being smiled at, and smiling at other people, felt great! Keera decided that she would make a point to smile at someone every day. Maybe every person that she smiled at would make a point to smile at someone else. Keera thought that if everyone smiled at each other, people would be much happier.

2

Find five mistakes in the paragraph. Circle the mistakes and rewrite the paragraph.

## The USA and the UK



Many people think that the USA and the UK are exactly the same. They think this because both America and British people speak English and eat similar food. This is true, but there are also many differences. American people sound different from British people. This is because they have different accents. Sometimes, American people can't understand what British people say. People in the UK also have different names for things. In the USA, people call their mothers, 'Mom'. Yet in the UK, people call their mothers, 'Mum'. What Americans call a sweater, the British call a jumper. Another difference is that the UK has a queen and a prime minister. Likewise, the USA has a president. The USA and the UK have similarities and differences.

### The USA and the UK

Many people think that the USA and the UK are exactly the same. They think this because both American and British people speak English and eat similar food. This is true, but there are also many differences. American people sound different from British people. This is because they have different accents. Sometimes, American people can't understand what British people say. People in the UK also have different names for things. In the USA, people call their mothers, 'Mom'. Yet in the UK, people call their mothers, 'Mum'. What Americans call a sweater, the British call a jumper. Another difference is that the UK has a queen and a prime minister. In comparison, the USA has a president. The USA and the UK have similarities and differences.

3

Answer the questions with your own information.

\*Sample Answers

- A. What is another similarity or difference between the UK and the USA?  
Another similarity is that people in the UK and the USA wear similar clothes.
- B. What is a difference between your country and the USA?  
In my country we speak French, but in the USA they speak English.
- C. Where would you rather go, the UK or the USA? Why?  
I would rather go to the UK because I have already been to the USA.





Look at the picture and read the beginning of the story.

## Robert's Ideal House

Robert can't wait until he can have his own house. He has a lot of ideas about what it would be like. He would like a big house with eight bedrooms and a swimming pool in the backyard. It would not be a normal house because...



Brainstorm about ways to finish the story. Write all of your ideas in the box. \*Sample Answer

Every room is a different color, has an elevator inside, has stairs on the outside of the house, has an entire wall that is a TV, has a robot that looks like a dog, has a roof that is glass, his bedroom door would be round, grass instead of normal floors, bedroom on the roof, all green, pond in the house, house gets energy from the sun

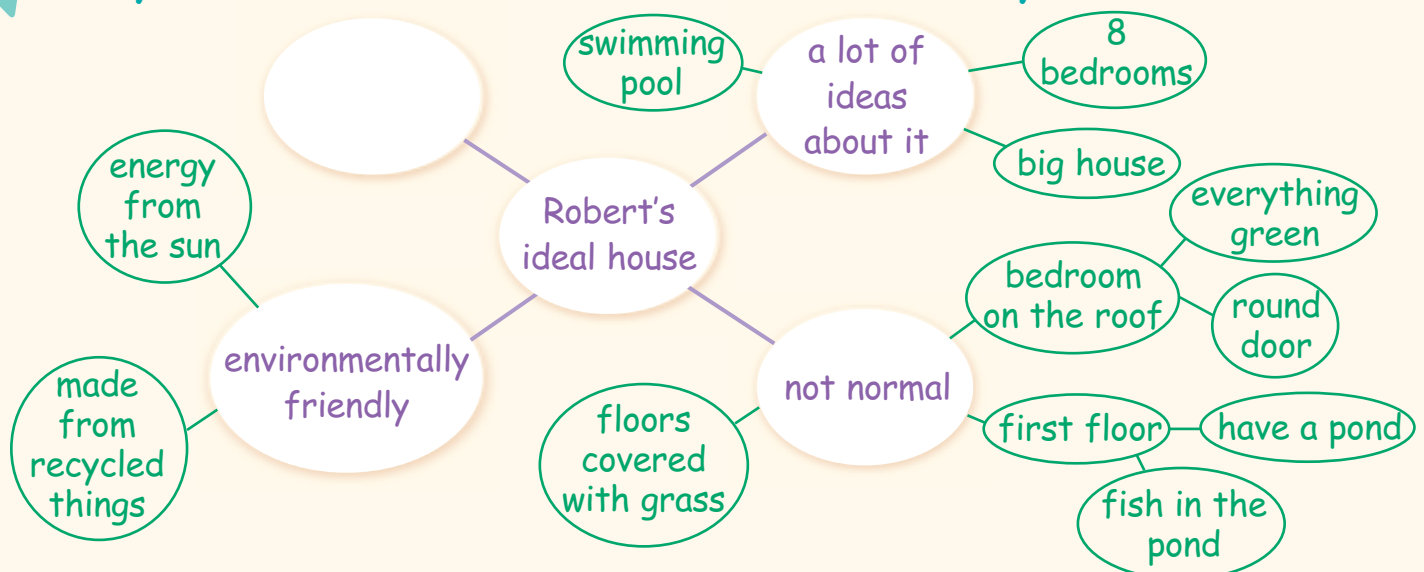
- What does Robert have in his house?
- How is his house unusual?
- What is the best thing in his house?




Now cross out the ideas you will not use.



Put your ideas into a cluster. Draw more circles as you need them.





★ **Complete the outline. Organize the ideas from your cluster and add more details.**

**Topic Sentence:** Robert can't wait until he can have his own house.

A. has a lot of ideas about what it would be like

1. a big house
2. eight bedrooms
3. a swimming pool in the backyard

B. not a normal house

1. His bedroom would be on the roof.
  - a. Everything in it would be green.
  - b. His bedroom door would be round.
2. The floors would be covered with grass.
3. bottom floor of his house
  - a. have a pond
  - b. fish in the pond

C. environmentally friendly

1. house would get energy from the sun
2. The whole house would be made from recycled things.

**Concluding Sentence:** Robert's house is going to be incredible!

★ **Now write the complete story.**

### Robert's Ideal House

Robert can't wait until he can have his own house. He has a lot of ideas about what it would be like. He would like a big house with eight bedrooms and a swimming pool in the backyard. It would not be a normal house because his bedroom would be on the roof, and everything in it would be green. Also, his bedroom door would be round. His house would also be unusual because the floors would be covered with grass. On the bottom floor of his house, there would be a pond with fish in it. Robert thinks about the environment, so his house would get energy from the sun. In addition, the whole house would be made from recycled things. Robert's house is going to be incredible!

# Natural Disasters



Natural disasters happen often. All over the world, there are earthquakes, hurricanes, floods, and volcanic eruptions. One recent natural disaster occurred in the city of Jakarta. Jakarta is the capital of Indonesia. Heavy rains in Jakarta caused a major flood. Most of the city was covered in water. Many businesses were closed. Thousands of homes were filled with water. People had to move to high ground. Some were able to take things with them when they moved. Others were not as lucky. Indonesia always has problems with floods. However, this was the worst flood in years. Natural disasters change lives. They sometimes take away businesses, homes, and even lives.

## 1 Choose the best answers.

- A.** Which other topic sentence could begin the paragraph?
- ☒ a. Natural disasters occur frequently.
  - b. Natural disasters cause many problems in Jakarta.
  - c. Many people lose their homes during floods.
- B.** Which other concluding sentence could end the paragraph?
- a. Sometimes, hurricanes are the worst natural disasters.
  - b. Recently, there was a natural disaster in Jakarta.
  - ☒ c. Sometimes, natural disasters take away things that are very important to people.

## 2 Answer the questions in complete sentences.

- A.** What are hurricanes and earthquakes examples of?  
They are examples of natural disasters.
- B.** Where did the flood happen?  
It happened in Jakarta, the capital of Indonesia.
- C.** What caused the flood?  
It was caused by heavy rains./Heavy rains caused the flood.

### Writing Skill Focus

Editing is an important step in the writing process. Here are some things to think about when editing:

- ✓ Is there a title?
- ✓ Are the topic sentence and concluding sentence clear?
- ✓ Are there any sentences that should be taken out?
- ✓ How does the paragraph read? Are there any sentences that should be rewritten?
- ✓ Are all the words spelled correctly?
- ✓ Is there subject-verb agreement?
- ✓ Is the verb tense consistent throughout the paragraph?
- ✓ Is the punctuation and capitalization correct? Are there any missing commas?

3

**Find one mistake in each sentence. Circle the mistakes and rewrite the sentences.**

- A. She said that she wood call me later.  
She said that she would call me later.
- B. They buys their groceries at a big supermarket.  
They buy their groceries at a big supermarket.
- C. We play tennis yesterday afternoon, and then we went out for dinner.  
We played tennis yesterday afternoon, and then we went out for dinner.
- D. My hero, david Beckham, is an amazing soccer player.  
My hero, David Beckham, is an amazing soccer player.

4

**Find the mistakes in the paragraph. Circle the mistakes and rewrite the paragraph.**

Every spring I like to plant flowers. I even Have my own garden that is full of flowers. My favorite flowers are white lilies. I like to watch them grow. When they are fully grown I pick the flowers and give them to my Friends. Sometimes, my Mom helps me water my flowers. Then, we sit in the garden and admire them. My mom has brown hair. When the weather, starts to get cold I say good-bye to my flowers and waiting for spring to come again.

#### Spring Flowers

Every spring, I like to plant flowers. I even have my own garden that is full of flowers. My favorite flowers are white lilies. I like to watch them grow. When they are fully grown, I pick the flowers and give them to my friends. Sometimes, my mom helps me water my flowers. Then, we sit in the garden and admire them. When the weather starts to get cold, I say good-bye to my flowers and wait for spring to come again.

5

Use the cluster to complete the outline.



**Topic Sentence:** A project for kids has been in the news recently.

A. a new laptop

1. to help kids communicate

2. A company is making it.

3. called the 2B1

B. small, light, and durable

1. can easily carry it

2. don't have to worry about dropping it

C. kids in developing countries

1. most do not have computers

2. Many 2B1s will be given to them for free.

3. sometimes don't have electricity

a. can use many things for power

b. can use a car battery or a crank

**Concluding Sentence:** The 2B1 project is a great way for kids all over the world to share their thoughts and ideas.



Now complete the paragraph.

## A Laptop for Kids



A project for kids has been in the news recently. To help kids from all over the world communicate, a company is making a new laptop. This laptop is called the 2B1. It is made especially for kids. It is small, light, and durable.

Kids can easily carry it, and they don't have to worry about dropping it. Most kids in developing countries do not have computers.

Many 2B1s will be given to kids in these countries for free. Sometimes, kids don't have electricity in their houses. The 2B1 can use many things for power, such as a car battery or a crank. The 2B1 project is a great way for kids all over the world to share their thoughts and ideas.



6

**Brainstorm with a classmate. Write all of your ideas in the box.**

**What natural disaster have you heard about recently?**

Think of some natural disasters that have happened recently. What kinds were they?

Choose one that you both want to write about.

Where did it happen? Why did it happen? What happened afterwards?

What problems did this disaster cause? Are there still problems?

### Our Ideas

\*Sample Answer

- earthquakes in California  
- volcanic eruptions in South America  
- wildfires in southern California: burned for many weeks, destroying homes, people have to leave their homes, very dangerous because hard to put out, very bad for environment (smoke), thousands of trees burned down, have to re-plant trees, important buildings are ruined or damaged

**Now cross out the ideas you and your classmates will not use.**

**Put your ideas into a cluster. Draw more circles as you need them. Then, write your paragraph together.**



### Wildfires

Recently, there have been many wildfires in southern California. The fires happened in the forests. They burned down thousands of trees. Many animals died from the fires. Also, the homes of many animals were destroyed. Many people had to leave their homes. Southern California is very hot and dry. In the summer, wildfires happen often. These fires usually spread quickly because of strong winds. This makes the fires very hard to put out. In addition, smoke from wildfires is bad for the environment. The damage from wildfires lasts for many years. Wildfires are natural disasters that are hard to prevent or control.



**Brainstorm about an interesting newspaper article you have read recently. Write all of your ideas in the box.**

*\*Sample Answer*

### My Ideas

- newspaper article about striped rabbit: seen on island of Sumatra in Indonesia, rare, spotted for 3<sup>rd</sup> time in 35 years, endangered species, loss of homes from threats such as farming, new photo is proof that the rabbit still exists, need to protect the habitat of this rare species, The story was interesting because I have never heard of striped rabbit before.  
- rabbit could be seen again, but very rare

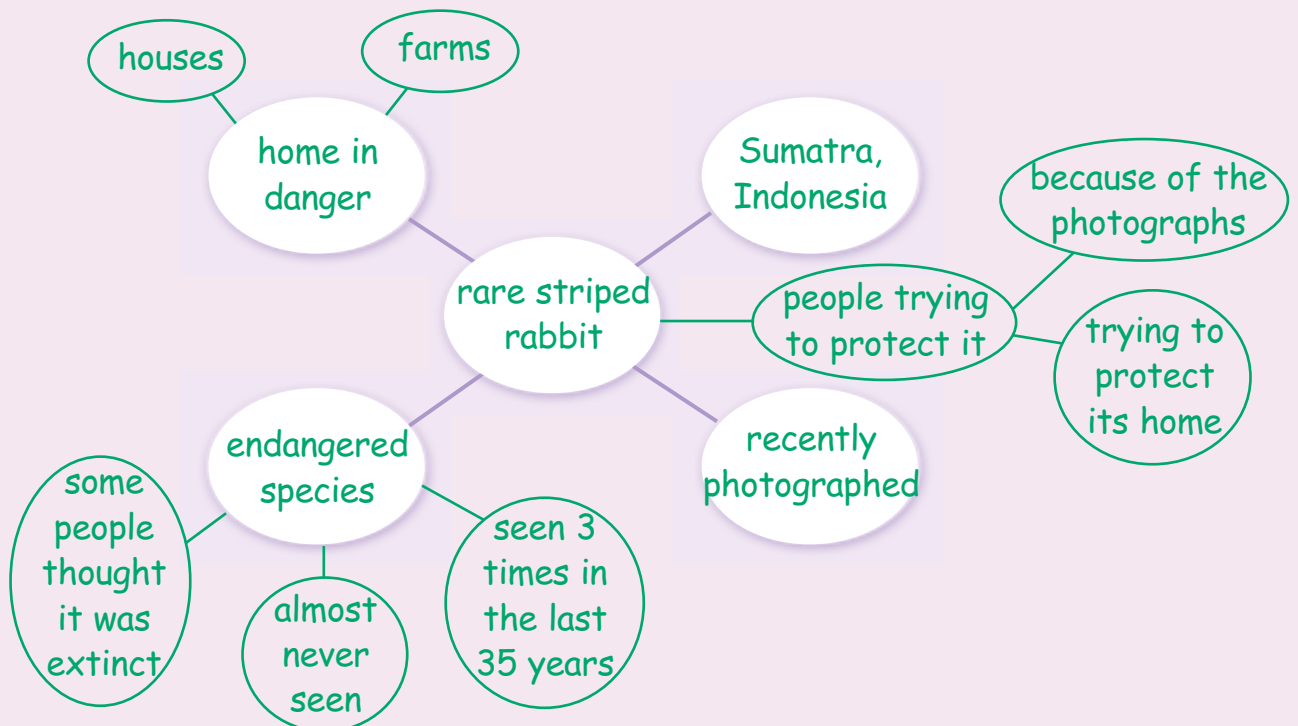
- What did you read about?
- What happened?
- When was it?
- Where did it happen?
- Why do you think it is interesting?
- Who was it about?
- How did the story make you feel?
- Will the world be changed because of it? How?



**Now cross out the ideas you will not use.**



**Put your ideas into a cluster. Draw more circles as you need them.**



- 
- ★ **Make an outline. Organize the ideas from your cluster and add more details.**

**Topic Sentence:** A rare striped rabbit has been in the news recently.

- A. lives on the island of Sumatra in Indonesia
- B. is an endangered species
  - 1. almost never seen
  - 2. has only been seen 3 times in the last 35 years
  - 3. Some people thought that the rabbit was extinct.
- C. Recently, a striped rabbit was photographed.
- D. home is in danger
  - 1. People are destroying its home with farms.
  - 2. People are destroying its home with houses.
- E. People are trying to protect the striped rabbit.
  - 1. because of the photographs
  - 2. trying to protect its home

**Concluding Sentence:** I hope that this rare animal will continue to exist.

**Outline Example**

**Topic Sentence:**

- A.
  - 1.
  - 2.
- B.
  - 1.
    - a.
    - b.
    - c.
  - 2.

**Concluding Sentence:**

**Remember:** Everything goes in groups. You can't have an **A** without a **B**, a **1** without a **2**, or an **a** without a **b**.

- ★ **Now write a paragraph.**

The Striped Rabbit

A rare striped rabbit has been in the news recently. The rabbit lives on the island of Sumatra in Indonesia. It is an endangered species, and it is almost never seen. In fact, it has only been seen three times in the last thirty-five years. Some people thought that the species was extinct. However, recently a striped rabbit was photographed. The photographs showed that the species was not extinct. The problem is that the striped rabbit's home is in danger. People are destroying its home with farms and houses. Because of the recent photographs, more people are trying to protect the striped rabbit. They are trying to protect its home. I hope that they succeed. I hope that this rare species will continue to exist.

## A Bright Idea

Lisa Wright got a bright idea by watching a candle burn. The middle school student wanted to make a candle that was safer than regular candles. Sometimes, people forget to blow out their candles. That's dangerous! Candles often start fires in houses. Lisa decided to find a solution to this problem. As a result, the 'Wright Candle' was invented. Lisa's candles stop burning after fifteen, thirty, forty-five, or sixty minutes. The candles turn themselves off. Lisa won first prize for her invention at a science fair. In the year 2,000, she also received an award called 'Student Ideas for a Better America' from a national organization. Lisa's bright idea is being noticed by many people!

### 1 Choose the best answers.

- A.** Which other topic sentence could begin the paragraph?
- a. Lisa Wright often lights candles in her bedroom.
  - (b.)** Lisa Wright had a good idea about how to make a new candle.
  - c. Candles can cause fires.
- B.** Which other concluding sentence could end the paragraph?
- (a.)** Now, many people know about Lisa and her invention.
  - b. Lisa entered many competitions.
  - c. Now, all candles are safe for people to use.

### 2 Answer the questions in complete sentences.

- A.** Why did Lisa invent the 'Wright Candle'?
- She (invented it because she) wanted to make a candle that was safer than regular candles.
- B.** Why are regular candles sometimes dangerous?
- (They are dangerous because) People forget to blow them out sometimes.
- C.** How are Lisa's candles different from regular candles?
- Lisa's candles (are different because they) turn themselves off.

### Writing Skill Focus

Verbs have either an active voice or a passive voice. In the passive voice, the subject of the sentence receives an action, while in the active voice, the subject performs an action.

#### Active Voice

Ellen **writes** a letter.  
Ellen **is writing** a letter.  
Ellen **wrote** a letter.  
Ellen **was writing** a letter.  
Ellen **will write** a letter.

#### Passive Voice

The letter **is written** by Ellen.  
The letter **is being written** by Ellen.  
The letter **was written** by Ellen.  
The letter **was being written** by Ellen.  
The letter **will be written** by Ellen.

The passive voice is used when an action needs to be emphasized or when the performer of an action is unknown. When possible, writers should use the active voice. This voice is usually stronger and more interesting.

3

### Rewrite the sentences in the opposite voice.

- A. I ate all of the salad yesterday.  
All of the salad was eaten by me yesterday.
- B. A computer will be bought by my father soon.  
My father will buy a computer soon.
- C. The novel *Huckleberry Finn* was written by Mark Twain.  
Mark Twain wrote the novel *Huckleberry Finn*.
- D. The song was being sung by my favorite pop star.  
My favorite pop star was singing the song.

4

### Rewrite the paragraph in the active voice.

#### Tom's Birthday Party

Tom's birthday party is being planned by everybody in his family. A present was bought by Tom's mother a few days ago. A pizza was ordered by his grandmother this morning. Now, the cake is being bought by Tom's father. Suddenly, the door is knocked on by the guests. The door is opened by Tom's mother. Everybody is invited into the house by Tom. The birthday party begins!

#### Tom's Birthday Party

Everybody in Tom's family is planning his birthday party. Tom's mother bought a present a few days ago. His grandmother ordered a pizza this morning. Now, Tom's father is buying the cake. Suddenly, the guests knock on the door. Tom's mother opens the door. Tom invites everybody into the house. The birthday party begins!



5

Use the cluster to complete the outline.



**Topic Sentence:** Five-year-old Jeanie Low found it hard to wash her hands in the bathroom sink.

A. had a problem

1. couldn't reach the faucet

2. had a stool to stand on

a. It was big and heavy.

b. didn't like it

B. found a solution

1. invented a new stool called the 'Kiddie Stool'

a. easier for kids to wash their hands

b. attaches to the cupboard door under a sink

- A child opens the cupboard door.
- The stool folds out.

2. Jeanie won first place for her invention in a school competition.

**Concluding Sentence:** Jeanie proves that you are never too young to have a good idea!

Now complete the paragraph.

## A Little Girl's Solution

Thanks Jeanie!



Five-year-old Jeanie Low found it hard to wash her hands in the bathroom sink. She couldn't reach the faucet. Jeanie had a stool to stand on, but it was big and heavy.

She didn't like it. Although she was very young,

Jeanie found a solution to her problem. She invented a new stool called the 'Kiddie Stool'.

With Jeanie's invention, it is much easier for kids to wash their hands in the bathroom sink. It attaches to the cupboard door under a sink.

When a child opens the cupboard door, the stool folds out. Jeanie won first place for her invention in a school competition. Jeanie proves that you are never too young to have a good idea!

6

Brainstorm with a classmate. Write all of your ideas in the box.

What is an interesting or useful invention?

Think of some inventions that you know about. Why are they interesting or useful? Choose one that you both want to write about.

Who invented it? Why? Is this person famous now?

Where was it invented? How long ago?

What else do you know about this inventor/invention? How often is the invention used?

### Our Ideas

\*Sample Answer

Vacuum cleaner: cleans things easily and quickly

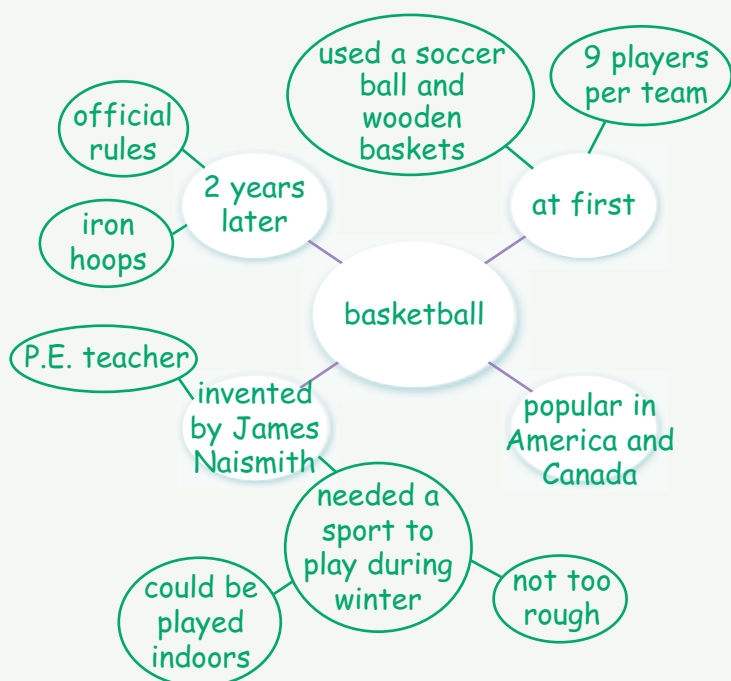
Microwave: heats things up quickly

Sports: baseball, basketball, soccer

Basketball: invented by a P.E. teacher, Canadian man living in America, James Naismith, needed a sport for indoors, wooden baskets, iron hoops made later, didn't want the sport to be too rough

Now cross out the ideas you and your classmates will not use.

Put your ideas into a cluster. Draw more circles as you need them. Then, write your paragraph together.



### Basketball

The game of basketball was a great invention. It was invented by a P.E. teacher, James Naismith. He needed a sport for his students to play during winter. He wanted a sport that was not too rough. In addition, he wanted something that could be played indoors. As a result, Naismith invented the game of basketball. At first, there were nine players on each team. The players used a soccer ball and two wooden baskets. Two years later, Naismith wrote the first official rules for the game. He also made iron hoops to replace the wooden baskets. The game quickly became popular in America and Canada. Now, basketball is a sport that is played throughout the world.



**7 Brainstorm about something you could invent. Write all of your ideas in the box.**

*\*Sample Answer*

### My Ideas

~~A machine that cooks anything you want to eat just by pressing a button.~~

~~Time machine: takes you to the past and anywhere in the world~~

~~A closet that makes anything you want to wear appear by pressing a button.~~

Cleaning robot: could do all the cleaning so I wouldn't have to tidy my bedroom, like a maid, small, do chores, my mom would be happy, I could find things in my bedroom.

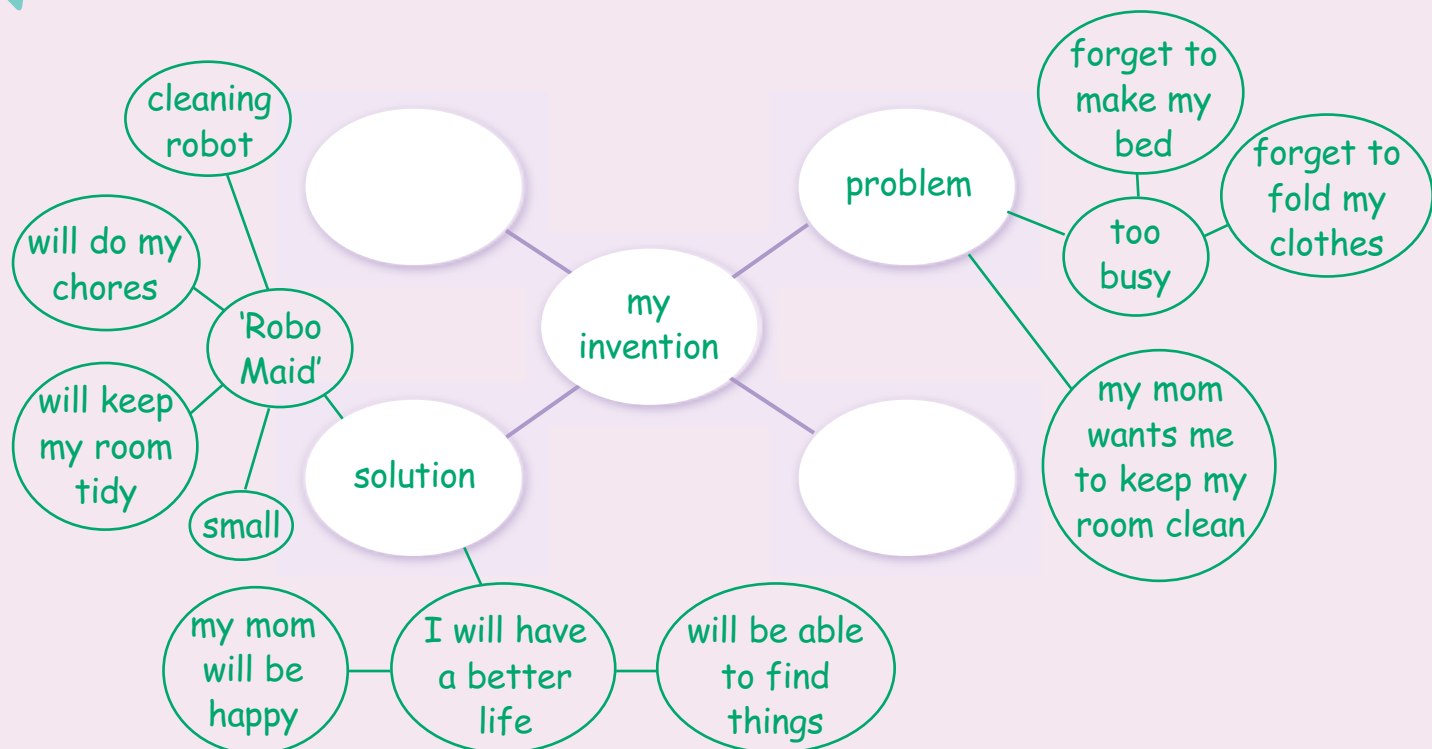
- What is something you need/want that doesn't exist?
- Why do you need/want it?
- What would your invention do?
- What would it look like?
- How would you make it?
- Who would your invention be for? People? Animals?
- How would your invention change the world?



**Now cross out the ideas you will not use.**



**Put your ideas into a cluster. Draw more circles as you need them.**



- ★ **Make an outline. Organize the ideas from your cluster and add more details.**

**Outline Example**

**Topic Sentence:** I need to do something about my messy bedroom.

**A. problem**

1. My mom wants me to keep my room clean.
2. I'm too busy doing my homework and other things.
  - a. forget to fold my clothes
  - b. forget to make my bed

**B. solution**

1. design a robot called the 'Robo Maid'
  - a. will do my chores
  - b. will keep my room tidy
  - c. will keep it in my bedroom closet
    - will be small
    - will be cute
2. I will have a better life.
  - a. My mom will be happier with me!
  - b. I will be able to find things in my bedroom.

**Concluding Sentence:** A lot of my problems will be over when I invent the 'Robo Maid'.

**Topic Sentence:**

**A.**

- 1.
- 2.

**B.**

1.
  - a.
  - b.
  - c.

**2.**

**Concluding Sentence:**

**Remember:** Everything goes in groups. You can't have an **A** without a **B**, a **1** without a **2**, or an **a** without a **b**.

- ★ **Now write a paragraph.**

Cleaning Up My Problems

I need to do something about my messy bedroom. My mom wants me to keep my room clean, but I'm always too busy doing my homework and other things. I often forget to fold my clothes and make my bed. To solve my problem, I am going to design a robot called the 'Robo Maid'. My robot will do all my chores and keep my room neat and tidy. I will keep it in my bedroom closet. It will be small and cute. I think I will have a better life with 'Robo Maid' because my mom will be happier with me! Also, I will be able to find things in my bedroom easily. A lot of my problems will be over when I invent the 'Robo Maid'.

# She Feels Lucky

Art class is today, so the paintbrush feels lucky. She gets to be dipped into many wonderful colors. She is happy to be dipped from yellow, to blue, to green, and back to yellow again. The many colors of paint eagerly wait to be played with. Sometimes, they fight over who will get picked first. White is the most shy. She doesn't say much when red gets picked first. Black does though; he shouts at the paintbrush to paint with him first. Today, the paintbrush doesn't listen to black. She is painting a fire truck, and she wants to paint it red. She will use black and the other colors soon. Later, when she is finished, all of the colors will be happy with the beautiful picture.

## 1 Choose the best answers.

- A.** Which other topic sentence could begin the paragraph?
- a. The colors of paint wait patiently.
  - (b.)** Sally, the paintbrush, is excited today.
  - c. In art class, there are many new paintbrushes today.
- B.** Which other concluding sentence could end the paragraph?
- a. The paintbrush and the colors are happy when the picture is finally done.
  - b. The paintbrush doesn't want the fire truck to be black.
  - (c.)** After she finishes, the colors will be happy to see the painting.

## 2 Answer the questions in complete sentences.

- A.** Who or what feels lucky?  
The paintbrush feels lucky.
- B.** Why do the colors fight?  
They (fight because they) all want to be used first.
- C.** Why doesn't the paintbrush listen to black?  
She (doesn't listen to him because she) wants to paint the fire truck red.



### Writing Skill Focus

Personification is an artistic way of writing that gives the characteristics of people to objects. It can make a paragraph more interesting and unique.

The wind yelled through the trees. (A person yells. The wind cannot yell.)

The mirror smiled kindly at the girl. (A person smiles. A mirror cannot smile.)

The old chair groaned in agony as the man sat down. (A person groans and feels agony. A chair cannot groan or feel anything.)

3

Circle the words in the paragraph that personify the objects.

## The Sun and the Flowers

The sun smiled brightly on the green grass and the beautiful flowers. It was morning, and all of the plants and trees were waking up. The wind whistled softly and danced around the flowers. This made them laugh. As the day went on, the sun started to sweat. Soon, the flowers became hot and thirsty. They called out for some water. The sun got sleepy and hid behind some dark clouds. Instantly, small drops of rain began to fall on the flowers. The flowers quickly drank the water. It was cool and refreshing. Before long, another day had passed on Earth.

4

Write personification sentences for the words. There are many possibilities.

A. frog

The frog said to the fly, "I'm going to catch you!"

B. table

The table told its legs to be strong when a lot of food was put on it.

C. computer

The computer thought that it was very smart when it beat the child at the game.

D. birthday cake

The beautiful birthday cake cried as its candles were blown out.

E. ketchup

The ketchup shook the mustard's hand after they were both put on the hot dog.

F. water

I turned the faucet on, and the water happily splashed into my glass.

5

Use the cluster to complete the outline.



**Topic Sentence:** The seasons are changing.

A. Spring is waking up from a deep sleep.

B. winter

1. is waving good-bye

2. is settling down to rest

3. was very strong this year

a. made it snow many times

b. had the cold wind blow often

C. the trees

1. don't like being so cold

2. were angry with winter

3. are happier now

a. leaves will turn green again

b. are excited for spring

• More children play outside.

• love it when children swing on their branches

**Concluding Sentence:** Eagerly, the trees wait for spring to wake up completely.



Now complete the paragraph.

## Spring Is Coming!



The seasons are changing. Spring is waking up from a deep sleep just as winter is waving good-bye and settling down to rest. Winter was very strong this year.

He made it snow many times, and he had the cold wind blow often. The trees don't like being so cold.

They were angry with winter, but now winter is leaving. The trees are happier. Soon, their brown leaves will turn green again. The trees are excited for spring. When the weather is warm, more children play outside. The trees love it when children swing on their branches.

Eagerly, the trees wait for spring to wake up completely.

6

**Brainstorm with a classmate. Write all of your ideas in the box.**

**What does one of your school objects think and feel?**

Think of some objects in your classroom. What would they be like if they were people?

Choose one object. Imagine that it is alive. What does it like to do?

What kind of personality does it have? Shy? Funny?

What does it think about? How does it feel?

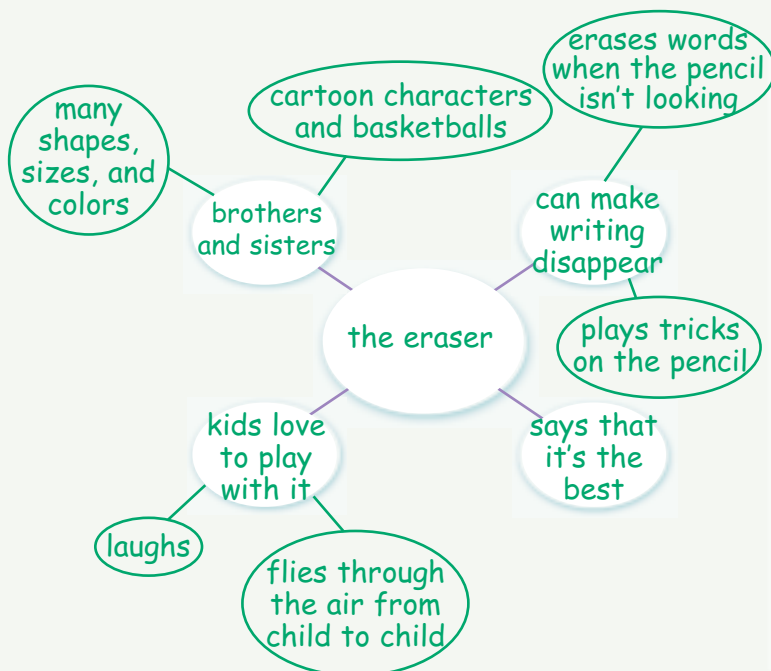
### Our Ideas

\*Sample Answer

pencil: happy it is used everyday, likes to draw pictures when the child is trying to write  
 eraser: comes in many shapes, sizes and colors  
 - can look like different things  
 - like someone who puts on a costume  
 - gets played with a lot  
 - special because it can make pencil disappear  
 - can bounce because it is made of rubber  
 - likes to play tricks (erases things when no one is looking)

**Now cross out the ideas you and your classmates will not use.**

**Put your ideas into a cluster. Draw more circles as you need them. Then, write your paragraph together.**



### The Silly Eraser

The big eraser is playful and noisy. It says that it's the best because kids love to play with it. All day, the eraser flies through the air from one child's hand to another. It laughs as it is passed from hand to hand. It thinks that it is special because of its brothers and sisters. They come in many shapes, sizes, and colors. They look like cartoon characters, basketballs, and other things. The eraser also thinks that it is special because it can make writing disappear. It always plays tricks on the pencil. It erases words when the pencil isn't looking. The eraser is just having fun though; it's quite a silly object!



**7 Brainstorm about an object in your house to personify. Write all of your ideas in the box.**

*\*Sample Answer*

### My Ideas

~~oven: heats things up, cooks delicious food (happy it can  
bake things people love to eat)~~

carton of milk:

- does not get any attention

- think people don't want to drink it

~~- very sad~~

- other drinks (juice, soda) happy because they are being  
chosen

- milk is special because it's healthy

- milk is sad until it begins to get chosen again

- it is happy again

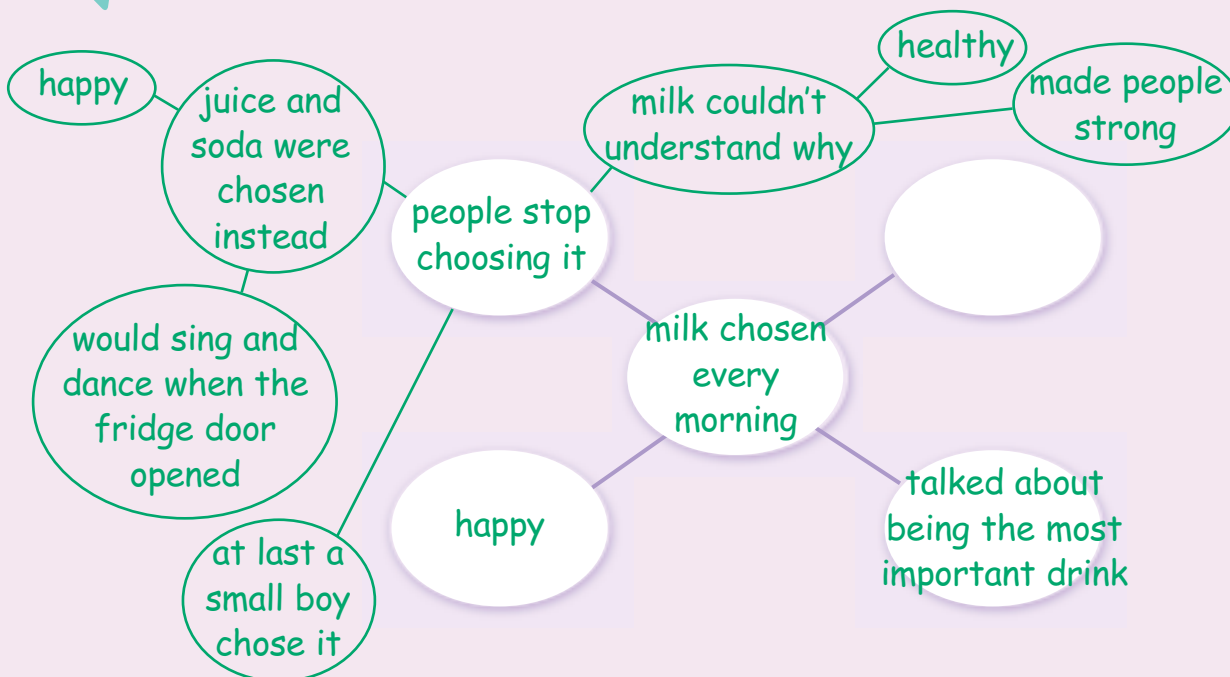
- What is this object?
- What does it do?
- Why did you choose this object?
- How is it like a person?
- What is special about it?
- Is it like you at all?
- What does it feel?
- What does it think?



**Now cross out the ideas you will not use.**



**Put your ideas into a cluster. Draw more circles as you need them.**



- 
- ★ **Make an outline. Organize the ideas from your cluster and add more details.**

**Topic Sentence:** Every morning, milk was chosen to be poured on cereal.

- A. happy
- B. talked to juice and soda about being the most important drink
- C. One day people stopped choosing milk.
  - 1. couldn't understand why
    - a. was healthy
    - b. made people grow up strong
  - 2. Juice and soda were chosen instead.
    - a. happy
    - b. would sing and dance when they heard the fridge door open
  - 3. At last, a small boy chose milk!

**Concluding Sentence:** Milk was so excited to be picked again that it couldn't stop smiling.

**Outline Example**

**Topic Sentence:**

- A.
  - 1.
  - 2.
- B.
  - 1.
    - a.
    - b.
    - c.
  - 2.

**Concluding Sentence:**

**Remember:** Everything goes in groups. You can't have an **A** without a **B**, a **1** without a **2**, or an **a** without a **b**.

- ★ **Now write a paragraph.**

Choose Milk

Every morning, milk was chosen to be poured on cereal. Milk was happy about this, and talked to juice and soda about being the most important drink. Then, one day, people stopped choosing milk. Milk couldn't understand why. It was healthy and made people grow up strong. Milk didn't like the attention that juice and soda were getting. Juice and soda were happy, though. They would sing and dance when they heard the fridge door open. Milk didn't like being inside the fridge anymore because it was too cold. At last, one day the fridge door creaked open, and a small boy chose milk! Milk was so excited to be picked again that it couldn't stop smiling.



# A Time Capsule



We made a time capsule at school. A time capsule is a way to communicate with people in the future. We put many things inside it that tell about our lives. One of my friends put a newspaper in the capsule. He wants people to know about things that happened in the world. I put in my favorite book. I want to share it with people. After we filled the capsule, we buried it. In one hundred years, people will open the capsule and learn about us. If I made a time capsule of my own, I would put photographs of my family in it. I would also put my old cell phone inside. Time capsules can tell people a lot about our lives.

## 1 Choose the best answers.

- A.** Which other topic sentence could begin the paragraph?
- a. We opened a time capsule at school.
  - (b.)** At school, our class made a time capsule.
  - c. We learned about people in the future from a time capsule.
- B.** Which other concluding sentence could end the paragraph?
- a. In one hundred years, my old cell phone will ring.
  - b. Time capsules are great, but I'm not interested in them.
  - (c.)** Time capsules teach people in the future about their history.

## 2 Answer the questions in complete sentences.

- A.** Why did his friend put a newspaper in the time capsule?  
He wants people to know about things that happened in the world.
- B.** After a time capsule is full, what do you do with it?  
(After a time capsule is full,) You/I bury it.
- C.** What would he put in his own time capsule?  
He would put photographs of his family and his old cell phone in it.

### Writing Skill Focus

If-clauses can be used to talk about imaginary situations. When writing about imaginary situations that could happen, the if-clause uses the past or past progressive form of a verb. The main clause uses **would**, **could** or **might** with the base form of the verb.

If we **were going** out for dinner tonight, we **wouldn't** need to cook.

If he **had** a camera, he **could** take a photograph.

If I **knew** the answer to the math problem, I **might** tell you.

I **wouldn't** be late to school if I **were**\* you.

A comma (,) is used when the if-clause begins a sentence.

\* **Were** is used instead of **was** for the first and third person.

3

Complete the sentences. Use the words in the correct form.

be      have      eat      give      hurt      be

- A. If she hurt her foot, she couldn't play soccer.
- B. If I had a dog, I would walk it every day.
- C. We would go swimming during our vacation if the weather were nice.
- D. If you ate all that candy, your mother might be annoyed.
- E. Sam might give me his skateboard if he got a new one.
- F. The little boy would be scared if he were home alone.

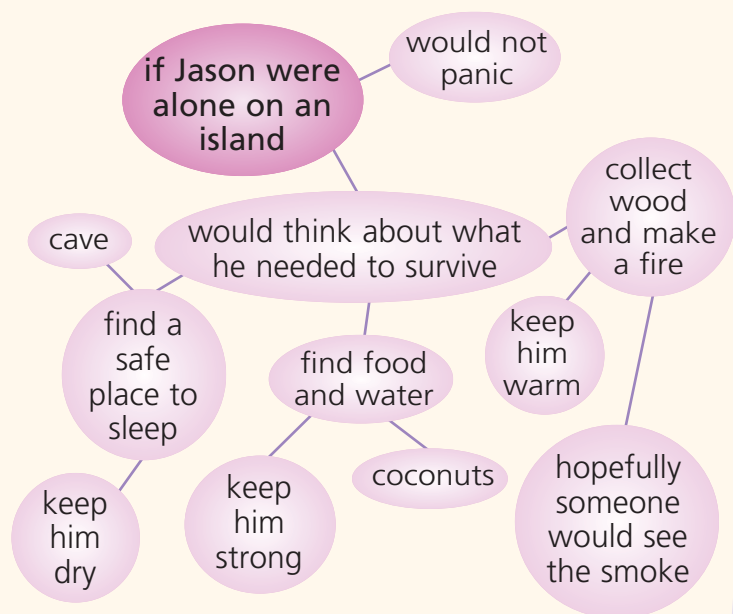
4

Find one mistake in each sentence. Circle the mistakes and rewrite the sentences.

- A. If I had a dictionary, I could looking up the word.  
If I had a dictionary, I could look up the word.
- B. She would get a parrot, if she were getting a pet.  
She would get a parrot if she were getting a pet.
- C. If my dad will win the lottery, he would take us all on vacation.  
If my dad won the lottery, he would take us all on vacation.
- D. The students study would tonight if they had a test tomorrow.  
The students would study tonight if they had a test tomorrow.

5

Use the cluster to complete the outline.



**Topic Sentence:** If Jason were stuck on an island alone, he would survive.

A. would not panic

B. would think about what he needed to survive

1. would find food and water

a. would keep him strong

b. If there were coconuts, he would eat them.

2. would find a safe place to sleep

a. would keep him dry

b. If there were a cave, he would sleep there.

3. would collect wood and make a fire

a. would keep him warm

b. Hopefully, someone would see the smoke from the fire.

**Concluding Sentence:** If he took care of himself and stayed calm, somebody would find him.



Now complete the paragraph.

## Alone on an Island

If Jason were stuck on an island alone, he would survive. He would not panic. Jason would think about what he needed to survive. First, he would look around the island to find food and water. Food and water would keep him strong. If there were coconuts on the island, he would eat them. Then, he would find a safe place to sleep. This place would keep him dry. If there were a cave on the island, he would sleep there. Finally, he would collect wood and make a fire. The fire would keep him warm. Hopefully, someone would see the smoke from the fire. If he took care of himself and stayed calm, somebody would find him.



6

**Brainstorm with a classmate. Write all of your ideas in the box.**

**Where would you travel if you had a lot of time and money?**

*\*Sample Answer*

### Our Ideas

Think of interesting places you could travel to. Where would you travel?



Choose a place that you would both like to go to.  
Why would you go there?



What would you do?  
How long would you stay?



Who would you take with you?

Rome, Italy: Vatican City, Colosseum, watch soccer game, eat Italian food, learn about history, take lots of pictures

Egypt: pyramids, Nile River, camping in the desert, take lots of pictures, learn about history, ride camels

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**Now cross out the ideas you and your classmates will not use.**



**Put your ideas into a cluster. Draw more circles as you need them. Then, write your paragraph together.**



### An Exciting Place

If we had a lot of time and money, we would travel to Egypt. It seems like an exciting and interesting country. We are interested in its history. First, we would see the pyramids. They would be incredible to see, and we could learn about how they were made. Maybe we could even go inside one. Then, we would travel along the Nile River in a sailboat. After that, we would ride camels and go camping in the desert. We would take a lot of pictures during our trip. Our pictures would show everyone at home how much fun we had. If we traveled to Egypt, we would have an amazing adventure.



**7 Brainstorm about what you would plan for a class trip if your class could go on one today. Write all of your ideas in the box.**

*\*Sample Answer*

### My Ideas

~~Art Museum: learn about famous painters, see all the wonderful art from long ago~~

~~Zoo: learn about interesting animals, watch a dolphin show~~

~~Park: have a picnic, play games outside, feed the ducks on the pond~~

Beach: swimming, play volleyball, ~~sunbathe~~, picnic, learn about animals, science teacher would teach us, bury each other in the sand

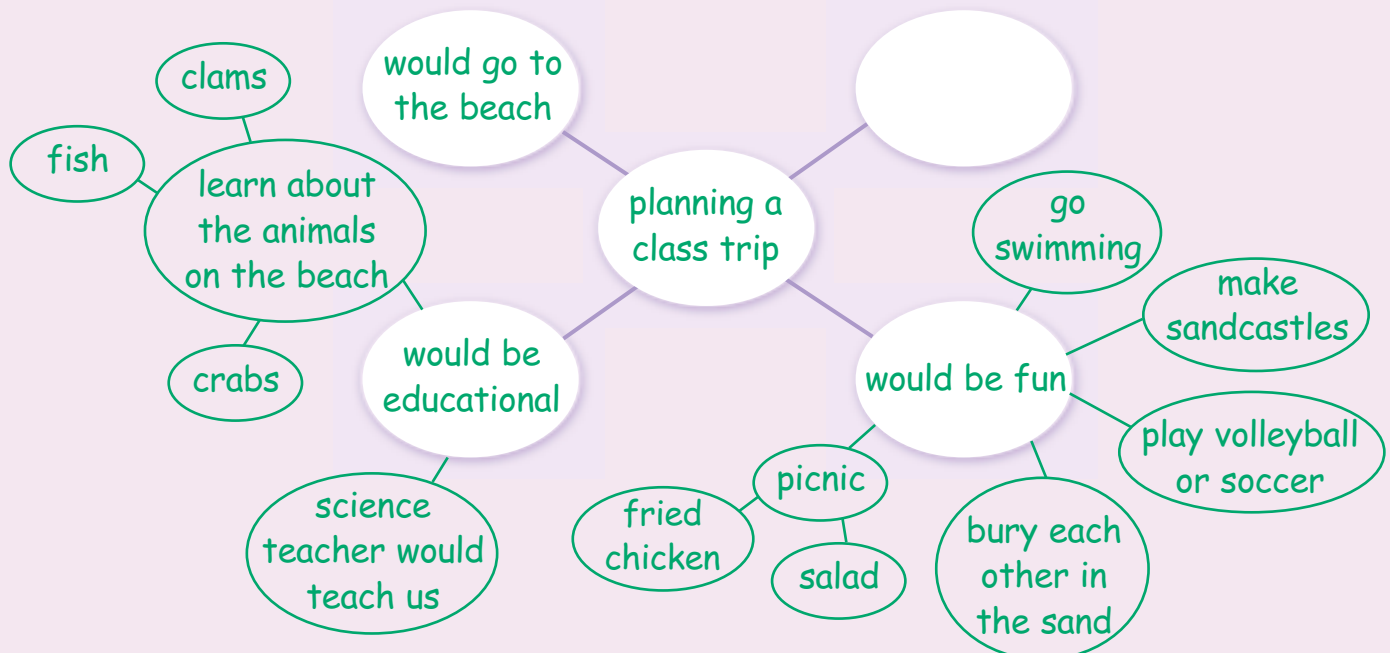
- Where would you go?
- How would you get there?
- What would you do?
- Why would you go there?
- What would you learn about?
- What would your teacher think about the trip?
- Do you think your classmates would enjoy it?
- How would you feel at the end of the day?



**Now cross out the ideas you will not use.**



**Put your ideas into a cluster. Draw more circles as you need them.**





- 
- ★ **Make an outline. Organize the ideas from your cluster and add more details.**

**Topic Sentence:** If our class went on a school trip today, we would go to the beach.

- A. would be fun
  - 1. would all go swimming
  - 2. would play volleyball or soccer and relax
  - 3. would make sandcastles
  - 4. would bury each other in the sand
  - 5. would have a picnic
    - a. would eat fried chicken
    - b. would eat salad
- B. would also be educational
  - 1. would learn about the animals on the beach
    - a. would learn about crabs
    - b. would learn about clams
    - c. would learn about fish
  - 2. Our science teacher would tell us about them.

**Concluding Sentence:** If I planned a trip for my classmates, we would all have a great time!

**Outline Example**

**Topic Sentence:**

- A.
  - 1.
  - 2.
- B.
  - 1.
    - a.
    - b.
    - c.
  - 2.

**Concluding Sentence:**

**Remember:** Everything goes in groups. You can't have an **A** without a **B**, a **1** without a **2**, or an **a** without a **b**.

- ★ **Now write a paragraph.**

A Great School Trip!

If our class went on a school trip today, we would go to the beach. This trip would be a lot of fun because we could all enjoy the warm weather together. First, we would all go swimming. Then, we would play volleyball or soccer and relax. After that, we would make sandcastles and bury each other in the sand. At lunch time, we would have a picnic. We would eat fried chicken and salad. The trip would also be educational. After lunch, we would learn about the animals on the beach. We would learn about crabs, clams, and fish. Our science teacher would tell us about them. If I planned a trip for my classmates, we would all have a great time!



Use the outline to complete the paragraph.

**Topic Sentence:** Everyone knows that being healthy is important.

- A. Many people think that it is difficult to keep their bodies in shape.
  - 1. Some people don't have time to exercise.
  - 2. Some people do not like strenuous exercise.
    - a. running
    - b. lifting weights
- B. There is something that everyone can do.
  - 1. Take a walk.
  - 2. Walking for just twenty minutes every day is good exercise.
    - a. don't even have to walk fast
    - b. can be in shape without ever sweating
- C. Many experts also say that you can be healthy and still eat candy and chocolate!
  - 1. eat a balanced diet
  - 2. can also eat a few things that aren't good for you
  - 3. should eat a lot of fruit, vegetables, and other good food
  - 4. can also eat a little junk food

**Concluding Sentence:** It is not difficult to be healthy, so eat well and start walking!



## Being Healthy

Everyone knows that being healthy is important. Many people think that it is difficult to keep their bodies in shape. Some people don't have time to exercise while others do not like strenuous exercise, such as running or lifting weights. However, there is something that everyone can do: take a walk. Surprisingly, walking for just twenty minutes every day is good exercise. You don't even have to walk fast! You can be in shape without ever sweating. Many experts also say that you can be healthy and still eat candy and chocolate! As long as you eat a balanced diet, you can also eat a few things that aren't good for you. You should eat a lot of fruit and vegetables every day along with other good food. If you do this, you can also eat a little junk food. It is not difficult to be healthy, so eat well and start walking!

2

Change the sentences in parentheses according to the directions. There are many possibilities.

## Seeing a Movie



Natalie and Dan wanted to see a movie. When they got to the movie theater, they couldn't decide what movie to see. They looked at their choices. (Personify: All of the movies \_\_\_, "See me! See me!") All of the movies shouted at them, "See me! See me!" The movies fought with each other to get Natalie's and Dan's attention. The titles of the movies were so different. (Edit: Each one seemed to say that it was the funniest or most excited.) Each one seemed to say that it was the funniest or most exciting. Natalie and Dan had to hurry. The movies were going to start soon. (Active voice: So, a comedy was chosen by them.) So, they chose a comedy. Dan bought the tickets and then went to the food counter. All of the food smelled wonderful, but the popcorn persuaded Dan to buy it. (Edit: It was the most popular: and most attractive snack.) It was the most popular and most attractive snack. Finally, Natalie and Dan went into the theater. They found their seats and settled in. The lights in the theater went dark, and the movie began.

3

Answer the questions with your own information.

\*Sample Answers

- A. What kind of movies do you like to watch?  
I like to watch scary/horror movies and funny movies/comedies.
- B. What is your favorite food to eat while watching a movie?  
My favorite food to eat while watching a movie is chocolate.
- C. If popcorn were a person, what do you think it would think about?  
(If popcorn were a person) It would think about how much it likes to swim in hot butter.



Look at the picture and read the beginning of the story.

## An Amazing Present

If Yasmine could, she would do something nice for her parents. She would get an amazing present for her mom and dad. She would get them something they would never buy for themselves...



Brainstorm about ways to finish the story. Write all of your ideas in the box. \*Sample Answer

fancy dinner, keys to a new car, a trip on an airplane, a hot air balloon ride, a new house, a day at a spa  
could get massages and take mud baths  
could relax  
parents have always wanted to ride in a hot air balloon  
could watch the sunset  
enjoy a picnic and see beautiful sights

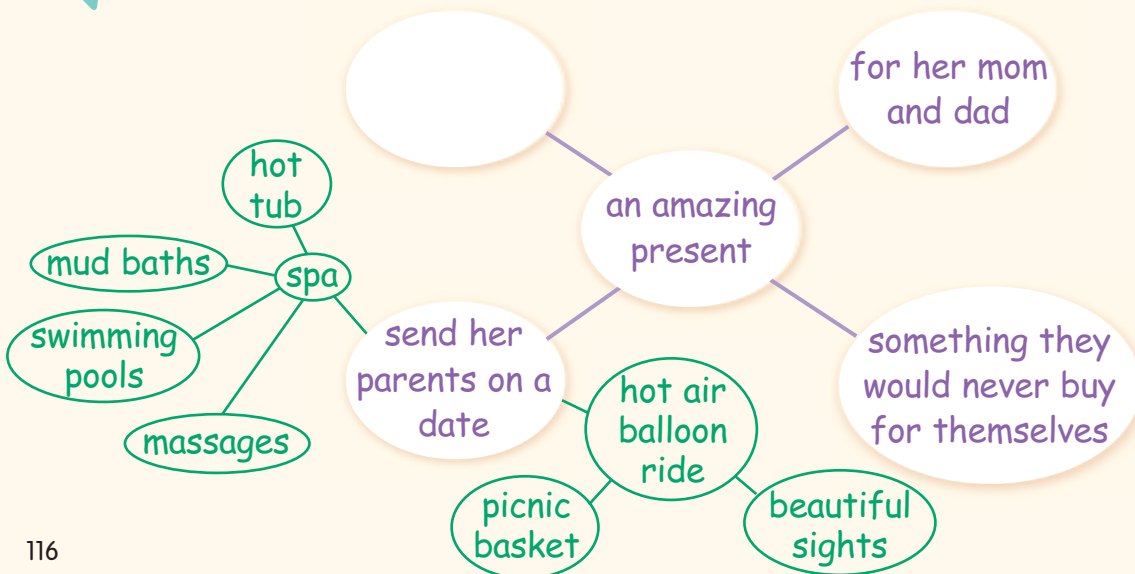
- What would she get her parents?
- What could they do with it?
- Why would she buy it for them?



Now cross out the ideas you will not use.



Put your ideas into a cluster. Draw more circles as you need them.



★ **Complete the outline. Organize the ideas from your cluster and add more details.**

**Topic Sentence:** If Yasmine could, she would do something nice for her parents.

- A. would get an amazing present for her mom and dad
- B. would get them something they would never buy for themselves

C. would send her parents on a date

- 1. gift certificates to a spa
  - a. sit in a relaxing hot tub
  - b. swim in cool swimming pools
  - c. take mud baths
  - d. get massages
- 2. send them on a hot air balloon ride
  - a. would pack a picnic basket for them
  - b. Her parents could see beautiful sights.

D. Yasmine's parents work hard, and she loves them very much.

**Concluding Sentence:** If she could, Yasmine would give her parents a very nice gift.

★ **Now write the complete story.**

### An Amazing Present

If Yasmine could, she would do something nice for her parents. She would get an amazing present for her mom and dad. She would get them something they would never buy for themselves. If Yasmine could, she would send her parents on a date. She would give them gift certificates to a spa. They would be able to sit in a relaxing hot tub and swim in cool swimming pools. They would also be able to take mud baths and get massages. In addition, Yasmine would send them on a hot air balloon ride. Yasmine would pack a picnic basket for them. Her parents could enjoy their picnic as they see beautiful sights. Yasmine's parents work hard, and she loves them very much. If she could, Yasmine would give her parents a very nice gift.



